

CHILD WELFARE

The National Parent-Teacher Magazine

Official Publication, National Congress of Parents and Teachers

Published Monthly September to June, Bi-Monthly July and August, by the CHILD WELFARE CO., INC.

OFFICERS OF THE COMPANY

President, Mrs. Charles H. Remington

Treasurer, Mrs. George S. Wertsner

Vice-President, Mrs. Hugh Bradford

Secretary, Miss Ruth A. Bottomly

EXECUTIVE AND SUBSCRIPTION OFFICES: 5517 GERMANTOWN AVE., PHILADELPHIA, PA.

EDITORIAL OFFICES: 8 GROVE STREET, WINCHESTER, MASSACHUSETTS

VOL. XXV

MAY, 1931

No. 9

CONTENTS

	PAGE
WHO WROTE IT—HOW TO USE IT	515
FRONTISPICE—FACING FACTS ON MOTHER'S DAY	516
FOR THE CHILDREN OF AMERICA—	
A MESSAGE FROM THE PRESIDENT	Mrs. Hugh Bradford 517
BENEFITS OF THE NURSERY SCHOOL	Grace Langdon 518
THE FINK FAMILY IN 1960	Garry Cleveland Myers 522
"WHAT SHALL I BE WHEN I GROW UP?"	Chester Milton Sanford 524
PARENT TRAINING IN CHURCHES	Pearl Adair Winchester 528
"SPEAK CLEARLY"	Helen Rogers Akers 530
LETTER TO A DAUGHTER	Arthur Dean 534
TRAINING OUR CHILDREN—WHAT TO FEED YOUR	
ADOLESCENT CHILD	Eleanor R. Maclay 536
THE GRIST MILL—EDITORIAL	
PARENTS IN FRENCH AND AMERICAN SCHOOLS	Cornelia James Cannon 540
OUR YOUNGEST LIFE MEMBER, RANDALL CONDON FOSTER	541
A PARENT EDUCATION COURSE—1931-1932	543
THE CONGRESS IN THE COUNTRY	Margaretta Willis Reeve 544
OUT AMONG THE BRANCHES	Blanche Arter Buhlig 547
HE WANTS HIS MOTHER—POEM	Agnes Carr 552
INTERNATIONAL FEDERATION PROGRAM	553
MENTAL HYGIENE	
DO I CAUSE MY CHILD TO BE NERVOUS?	554
THE WISE USE OF LEISURE—	
PLAYGROUND GARDENS IN CEDAR RAPIDS	Esther Leighton Smith 555
EXHIBITS—NATIONAL CONGRESS CONVENTION	559
MOTION PICTURES	Elizabeth K. Kerns 560
THE STORY HOUR FOR CHILDREN	Randall J. Condon 562
"THE BEAUTIFUL PLAIN WOMAN OF NEW ORLEANS"	562
A PARENT EDUCATION COURSE	Grace E. Crum 564
"CHARACTER TRAINING," CHARLES E. AND EDITH G. GERMANE	564
THE PRICE OF HONESTY	Janet Jones 566
SUMMER ROUND-UP	568
CONGRESS COMMENTS	569
THE QUESTION BOX—MRS. COPE ANSWERING	570
THE BOOK SHELF	Winnifred King Rugg 574

EDITOR-IN-CHIEF: MARTHA SPRAGUE MASON

ASSOCIATE EDITORS

ADA HART ARLITT

ANNA H. HAYES

BLANCHE ARTER BUHLIG

GARRY CLEVELAND MYERS

Entered as Second-Class Matter, August 21, 1922, at the Post Office, Philadelphia, Pennsylvania, under Act of March 31, 1879.

Notice of change of address must be given one month in advance and must show both old and new addresses. SUBSCRIPTIONS: \$1.00 a year in United States and Possessions; \$1.25 a year in Canada; \$1.50 a year in Foreign Countries; single copies, 10 cents; special group offer on request.

M. A. FERRE,
Circulation Manager

Copyright, 1931, by the Child Welfare Company, Inc.

E. TWISS,
Business Manager



MEMBER OF THE AUDIT BUREAU OF CIRCULATIONS

CHILD WELFARE

The National Parent-Teacher Magazine

Official Publication, National Congress of Parents and Teachers

Published Monthly September to June, Bi-Monthly July and August, by the CHILD WELFARE CO., INC.

OFFICERS OF THE COMPANY

President, Mrs. Charles H. Remington

Treasurer, Mrs. George S. Wertsner

Vice-President, Mrs. Hugh Bradford

Secretary, Miss Ruth A. Bottomly

EXECUTIVE AND SUBSCRIPTION OFFICES: 5517 GERMANTOWN AVE., PHILADELPHIA, PA.

EDITORIAL OFFICES: 8 GROVE STREET, WINCHESTER, MASSACHUSETTS

VOL. XXV

MAY, 1931

No. 9

CONTENTS

	PAGE
WHO WROTE IT—HOW TO USE IT	515
FRONTISPIECE—FACING FACTS ON MOTHER'S DAY	516
FOR THE CHILDREN OF AMERICA—	
A MESSAGE FROM THE PRESIDENT	Mrs. Hugh Bradford 517
BENEFITS OF THE NURSERY SCHOOL	Grace Langdon 518
THE FINK FAMILY IN 1960	Garry Cleveland Myers 522
"WHAT SHALL I BE WHEN I GROW UP?"	Chester Milton Sanford 524
PARENT TRAINING IN CHURCHES	Pearl Adair Winchester 528
"SPEAK CLEARLY"	Helen Rogers Akers 530
LETTER TO A DAUGHTER	Arthur Dean 534
TRAINING OUR CHILDREN—WHAT TO FEED YOUR	
ADOLESCENT CHILD	Eleanor R. Maclay 536
THE GRIST MILL—EDITORIAL	
PARENTS IN FRENCH AND AMERICAN SCHOOLS	Cornelia James Cannon 540
OUR YOUNGEST LIFE MEMBER, RANDALL CONDON FOSTER	541
A PARENT EDUCATION COURSE—1931-1932	543
THE CONGRESS IN THE COUNTRY	Margaretta Willis Reeve 544
OUT AMONG THE BRANCHES	Blanche Arter Buhlig 547
HE WANTS HIS MOTHER—POEM	Agnes Carr 552
INTERNATIONAL FEDERATION PROGRAM	553
MENTAL HYGIENE	
DO I CAUSE MY CHILD TO BE NERVOUS?	554
THE WISE USE OF LEISURE—	
PLAYGROUND GARDENS IN CEDAR RAPIDS	Esther Leighton Smith 555
EXHIBITS—NATIONAL CONGRESS CONVENTION	559
MOTION PICTURES	Elizabeth K. Kerns 560
THE STORY HOUR FOR CHILDREN	Randall J. Condon 562
"THE BEAUTIFUL PLAIN WOMAN OF NEW ORLEANS"	562
A PARENT EDUCATION COURSE	Grace E. Crum 564
"CHARACTER TRAINING," CHARLES E. AND EDITH G. GERMANE	564
THE PRICE OF HONESTY	Janet Jones 566
SUMMER ROUND-UP	568
CONGRESS COMMENTS	569
THE QUESTION BOX—MRS. COPE ANSWERING	570
THE BOOK SHELF	Winnifred King Rugg 574

EDITOR-IN-CHIEF: MARTHA SPRAGUE MASON

ASSOCIATE EDITORS

ADA HART ARLITT

ANNA H. HAYES

BLANCHE ARTER BUHLIG

GARRY CLEVELAND MYERS

Entered as Second-Class Matter, August 21, 1922, at the Post Office, Philadelphia, Pennsylvania, under Act of March 31, 1879.

Notice of change of address must be given one month in advance and must show both old and new addresses. SUBSCRIPTIONS: \$1.00 a year in United States and Possessions; \$1.25 a year in Canada; \$1.50 a year in Foreign Countries; single copies, 10 cents; special group offer on request.

M. A. FERRE,
Circulation Manager

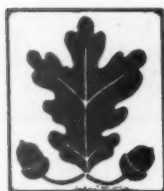
Copyright, 1931, by the Child Welfare Company, Inc.

E. TWISS,
Business Manager



MEMBER OF THE AUDIT BUREAU OF CIRCULATIONS

Who Wrote It



How To Use It

Margaretta Willis Reeve (Mrs. A. H.), former editor of CHILD WELFARE, is gladly welcomed as one of this month's contributors. Mrs. Reeve is chairman of the Committee on Rural Life of the National Congress, and president of the International Federation of Home and School.

Grace Langdon has taught boys and girls of almost every age, and has trained young women to become teachers. At present she is instructor in kindergarten-first grade education, and research associate in child development at Teachers College, Columbia.

Chester Milton Sanford is one of the leading vocational guidance experts of the country and has consulted with thousands of boys and girls about the choice of a career. His work has taken him not only into banks, mines, and mills, but into prisons. A survey conducted in one penitentiary showed that "only three inmates, when they fell into crime, had jobs they liked."

Pearl Adair Winchester (Mrs. B. S.), is associate chairman of the Committee on Parent Training in Churches of the National Congress.

Helen Rogers Akers graduated from Washington State College, studied at Cornell, taught English for several years, and is the wife of Professor Milton Akers of Washington State College, and mother of a high school boy. Her two fields of study are the mother tongue and the period of adolescence.

Eleanor R. Macley is professor of nutrition in the School of Household Administration, University of Cincinnati.

Cornelia James Cannon is the well known author of *Red Rust* and other novels. She is a tireless worker in the cause of education in Cambridge, Massachusetts, where her husband, Dr. Walter B. Cannon, is professor of physiology at Harvard.

Esther Leighton Smith has been, for five years, director of the playgrounds in Cedar Rapids, Iowa.

Janet Jones is a student in the senior class of the North High School, Des Moines, Iowa.

Agnes Carr is a newspaper woman, connected with the *Boston Traveler*.

For the reader's convenience some of the articles this month may be classified as follows:

PRESCHOOL AGE

Benefits of the Nursery School (page 518)

May, 1931

"Speak Clearly" (page 530)

GRADE SCHOOL AGE

Playground Gardens in Cedar Rapids (page 555)

HIGH SCHOOL AGE

"What Shall I Be When I Grow Up?" (page 524)

What to Feed Your Adolescent Child (page 536)

The Price of Honesty (page 566)

COLLEGE AGE

Letter to a Daughter (page 534)

In Out Among the Branches (page 547) may be found a good instance of the way in which the Magazine is used to furnish program material for parent-teacher meetings and study groups: The Barre Parent-Teacher Associations, Orleans County, New York, report that "each month some article from CHILD WELFARE is read and discussed at the joint meetings of the two associations."

For a similar purpose articles in this issue can be utilized with great profit. For example:

Benefits of the Nursery School tells how a group of parents can get a nursery school started for their children. The favorable aspects of such schools are here presented in the form of the record of a typical day's experience in the life of a nursery school child. This article is a starting point for wider reading on the subject. Many parents of children from two to four are seeking information about this movement.

Playground Gardens in Cedar Rapids furnishes a suggestion for a project within the scope of Congress units in both cities and towns, and practical instruction about carrying on garden work among the children of a community.

"What Shall I Be When I Grow Up?" supplies a good basis for a study of vocational guidance. What should be the attitude of the home in the matter of a young person's choice of an occupation? Consider his tastes and abilities, his ambitions, the danger of discouraging him, the unfairness of choosing for him, the need of patience in listening to him, the value of letting him try different kinds of work in vacations. Review in this connection *Vocational Guidance Outline*, CHILD WELFARE for April, 1931, page 493.

Parent-teacher associations in rural communities are directed to the concrete and fundamental discussion of their needs in *The Congress in the Country* (page 544), and to *Out Among the Branches* (page 547), which pays particular attention this month to what is being done by rural units for home and school cooperation.

Facing Facts on Mother's Day



© MATERNITY CENTER ASSOCIATION, N. Y. C.

Uncle Sam is troubled—16,000 mothers every year fail to answer roll call on Mother's Day. They die having babies. Of these, 10,000 could be saved, if people knew the importance of adequate maternity care. Among 22 nations the maternity death rate in the United States is highest.

There are no more tragic deaths than of mothers in childbirth, and I feel sure that, if it were understood by the people of the United States that to a very large extent these deaths are preventable, they would be prevented.

Grace Abbott

MATERNITY CENTER ASSOCIATION, 576 MADISON AVENUE, NEW YORK CITY



For the Children of America

Dear Parent-Teacher Members and Friends:

THE recent meeting of the Department of Superintendence in Detroit was one of great interest to all members of the National Education Association, and to all others interested in education. The platform at the general sessions was given over to educators of national and international repute, but perhaps as keen interest was displayed at the various department groups as at the general sessions, for here the audience was composed of those whose work was specialized on the topics discussed by the particular group in session.

The theme itself, "Working Together for the Children of America," gave indication of the spirit of the meeting. Each phase of the child's development was studied; each problem of school administration was discussed; cultural, social, and vocational programs were evaluated; newer methods, better curricula, and higher standards were considered. The whole meeting presented a great study from the national viewpoint, as well as the state and local aspect. It was worth the effort of travel and worth the expenditure to attend the conferences and have the opportunity to participate in the discussions.

Our special Congress session devoted to parent-teacher work drew a very large group and the discussion following the addresses showed a desire on the part of superintendents to cooperate to the fullest in our programs of education. Many suggestions were made as to the field of cooperation, and many comments were expressed by educators who had found parent-teacher groups helpful in local service.

Frequently in our local fields we fail to catch the real purpose back of the school program because we are unaware of its significance. Let us make a greater effort to assure our school administrators of our interest and desire to understand, by frequently providing a place on our local programs for a discussion of modern education as viewed by the educator. Let us not fail to apprehend all that our public schools are doing for the children and let us more often voice our approval of the unselfish service that is given by teachers. Let us be slow to voice criticism, but swift to express our appreciation.

Never has there been a time when educators were as eager for home and school cooperation as they are today. School education is reaching out as a great socializing agency, and the new impulse and the new force in adult education are bringing about the finest possible mutual understanding. It is for our members to strive that they may adequately respond in making home and school cooperation a dynamic force for good in every community of our nation.

Mrs. Hugh Bradford

President, National Congress of Parents and Teachers



Learning to share picture books

*Benefits of the Nursery School**

BRIGHT and early to the nursery school comes John, aged

BY GRACE LANGDON

three. He hurries in to the nurse, his mouth wide open for her daily inspection. He stops long enough to show her the bits of string clutched in his hand, then off he runs to the playroom with a hearty, "Hello, I'm here," to the world at large.

The playroom is a sunny, cheerful place. The windows are large, low enough so that the children can see out easily, and well guarded to prevent the too adventurous climber from falling out. The walls, woodwork, and ceiling are a light buff, and curtains, pictures, flowers, canary, goldfish, blocks, and toys furnish warmth and color. Spilled water is no tragedy here, for the floor is covered with heavy linoleum, and a mop small enough for the children to handle easily is kept in a nearby closet.

The tables are small, light enough for the children to move them about easily, and finished so that they can be washed daily. The chairs are of different heights so that each child may have one suited to his size. Low open cupboards hold all sorts of interesting blocks, toys, play materials, and books. In one corner of the room there are dolls and their beds; there is a carriage to take them riding; there are even washtubs and an ironing board and iron. Near by is a low table with gay-colored tea party

dishes, and in the corner is the toy piano. Close by is the big sand box with white clean sand, and bright-colored spoons, shovels, and pans. Across the room are the stairs with the wide platform at the top and, underneath, a wagon, tricycle, and kiddie kar.

One glance into the cupboard to be sure that his favorite horse has survived the night, a hasty "Hello, bunny," to the rabbit in passing, and John is off to find his locker and change to his play clothes.

A picture label helps John to find his own locker. His name is written in plain letters on a slip beside the picture label, but at present John will use the picture. The lockers are open so as to make the putting on and taking off of hats, coats, leggins, and play suits as easy as possible. It is not hard for the little folks to use the large hooks which are provided.

Wraps off, John goes to the bathroom for the regular toileting, which he can manage independently, for his buttons and button-holes are large and easy for small fingers to handle. Toileting over, he is ready for orange juice, then off he goes to the playground.

On the playground he runs to the slide for he loves the exhilaration of the long swoop down to the protecting mat at the bottom. There is a sand box, too, big enough to get into, and often John joins

* Credit is due Josephine Mayer and Marjorie Momeyer for assistance in the preparation of material for this manuscript.

the children there as they sift and pour the fine white sand from one gay-colored dish to another. There is a jungle gym and steps for climbing as well as a long firm board which can be rested on packing boxes and used for walking. There are short boards which can be laid on boxes for seesawing, and tricycles, doll carriages and kiddie kars, wagons and trucks.

Some of the two-year-olds are quite content to play alone, and others play near first one and then another child. John, however, has discovered that there are many things he can do with other children which he cannot do alone. Sometimes he and Ted saw together; often he and three or four others play iceman on the jungle gym and have great fun pulling up the play ice in the big tin pail, which is tied to the pulley rope and fastened at the top of the jungle gym. One day he and some of the other children played boat in the big packing boxes and made the sound of the motor by kicking their heels against the box.

When John's teacher tells his father and mother how John is getting along in school, among other things she tells them how he gets along with other children—whether he always gives up to others, or whether when it is necessary he stands up for himself; whether he always follows the lead of someone else or whether he sometimes initiates activities which others follow; whether he always plays with other children or whether he sometimes enjoys playing alone as well.

After play time John goes to the bathroom with other children to get ready for dinner. The bathroom is equipped so that

the children can be independent and comfortable in their toileting. Small wooden footstools are provided for the smaller children, and the mirror is hung so low that all the children can see themselves easily. Toilets and lavatories are low, too, so that independence is an easy matter. There is no need for pushing and hurrying here, for there are three or four toilets and as many lavatories, and the room is large enough for eight or ten to move about in with com-

fort. Individual towels, wash cloths, and combs are within easy reach of even the tiniest and are marked with the symbols used on the lockers.

There is a fifteen or twenty minute rest period before dinner, when each child stretches out on his bed. Sometimes the teacher sings to them as they rest; sometimes she tells a story or recites nursery rhymes.

Sometimes the children lie quietly on their beds and gurgle and babble to themselves.

Dinner comes at about eleven-thirty and is made as pleasant a time as possible so that food will be accepted cheerfully and willingly and meal time welcomed happily. The small tables are attractive with gay-colored cloths and dishes. The younger children eat their vegetables with a spoon from bowls with sloping sides, but the three-year-olds have learned to use plates and forks. All of the dishes are breakable, and little by little the children learn to handle them carefully.

John has learned to eat carrots, though at first he was unwilling even to taste them, and he rapidly overcame his distaste for milk when he found that all the others drank theirs and that he was expected to



© Iowa Child Welfare Research Station

Companion critics demand care in dressing dolls.



© Iowa Child Welfare Research Station

A little practice in taking off shoes

drink his. One day he spilled it twice, but each time he was quietly given more and after that he drank it without protest.

The menu varies from day to day, but the nutritionist is always careful to see that each child has something hard to chew on, as well as potato and one other vegetable, milk, at least half an egg, and dessert. Part of the milk of the day is usually given at the afternoon lunch after the nap, and some is used in cooking the other foods.

John is among the first to finish dinner, for he has learned that this means that he can help take empty dishes to the serving table and he likes to carry them. He has barely deposited the last dish when the teacher calls him to the bathroom to wash and to brush his teeth before going to the sleeping room for his afternoon nap.

The sleeping room is well ventilated and has walls and floors that can be easily cleaned. The beds are well built, firm and comfortable, and stand at least two feet apart so that there is no danger of one child's breathing the breath of another. The beds are made up with sheets and blankets wide enough to tuck in around the rubber pad, which is removed when a dry nap has

become a habit. A hook beside each bed provides a place to hang the dress or suit taken off, and a rag rug on the floor makes a comfortable place to sit while taking off or putting on shoes.

The afternoon lunch follows the nap, and John's father, mother, or nurse calls for him at three or three-thirty as the case may be. With a cheery, "Good-by, I'll come back," John is off to new experiences.

o

WHAT, one is often asked, does such a nursery school do for a child? Does it offer anything which a good home cannot offer as well? There are a number of things, it seems, which a nursery school can provide which it is difficult, if not impossible, for even the best of homes to offer.

For one thing, the nursery school can supply a richer environment for investigation, exploration, and experimentation than most homes can provide. It can provide more equipment suited to a small child's size than almost any home has room for. Above all, the nursery school can provide for social contacts under wise guidance in a way impossible for most homes. Even though the home might gather together a group of children of approximately the same age, few mothers could give their undivided attention to guiding the experiences of the group, granted they were trained to give such guidance. In trained, experienced guidance lies the outstanding contribution of the nursery school.

The nursery school teacher gives her full time to that guidance. She is there to know and make use of the children's interests, to enrich and supplement those interests with comment, play material, story, picture, and music. She must know when the moving of a piece of equipment will offer the needed suggestion to a tiny learner. She must be ready with a word of approval when that approval will prevent discouragement and lead to renewed effort. She must be wise in her withdrawal when a matter can be better settled without her help. She must be alert to conditions which mean strain and prevent those conditions from arising. In short, the nursery school teacher

needs to know and understand children and the way they learn. She must know what each child is ready to learn without strain. She must know how to help each child to find satisfaction in desirable ways of thinking, feeling, and acting. Such guidance is the highest function of the nursery school.

The nursery school has a contribution for the parents as well as for the children.

It offers relief from the constant companionship which is a strain for both parent and child. It offers the mother some time for keeping up with her interests outside of the home, and this is important both for her own development and that of her family. It offers the opportunity to keep abreast of the latest findings of experts concerning problems of home and family. It offers expert help and advice in meeting situations which arise from day to day in rearing a child. Above all, it offers the assurance which comes from knowing that a child is being properly cared for.

o

NURSERY schools, of course, are not available for all children, nor even, as yet, for a very large number. Groups of parents in many places, coveting the advantages of the nursery school for their children, have cooperatively organized a school and placed a trained teacher in charge. Together the parents have worked out and carried through plans for a stable and permanent organization. Often these groups have been very simply planned in the beginning. Sometimes a parent offers a suitable room and play space until more permanent quarters are available. Such groups may begin with a half-day session, the children going home for lunch and afternoon nap. The equipment need not be elaborate, for with thought and ingenuity many satisfactory adaptations can be made. The one point at which no adaptation can be made and where no compromise should for a moment be considered is in the matter of the trained teacher in charge of the group. The day is past when one's love for little children can safely be a teacher's sole qualification for undertaking their educational guidance.

Necessary as it is that the educational



When necessary the teacher lends a helping hand.

guidance of a group be under the direction of a trained person, nevertheless there is no assurance that the nursery school will make its fullest contribution to the children in the group unless parents and teachers are planning and working together for the unity of the child's twenty-four hours. Only by frequent consultations can consistency of guidance be maintained. With such cooperation between trained teachers and understanding parents the nursery school may rightly be looked to for a significant contribution to the richer living of both children and parents.

Let us all value education. Let us all appreciate it as something more than mere knowledge; because, after all, knowledge is a sort of outward ornament. The education that is real is the education that means our being of finer temper, more adaptable, more flexible. Let us assimilate knowledge until it becomes ourselves, showing itself in character, reliability, straightforwardness.

RAMSAY MACDONALD.

The Fink Family in 1960

BY GARRY CLEVELAND MYERS

VIII

THERE is a letter from Phyllis Drew," said Eileen Sangster as she eagerly opened it. "I haven't heard from Phyllis for years, and it is a big fat one, too." She read:

"Dear Eileen:

"You will be surprised to hear from me. You know we haven't seen each other since the day that Grandma Fink was buried, just twenty years ago.

"I finished my work at Lindberg College in 1941. The courses there in child care, homemaking, and family relationships were so fascinating that although Jim and I were engaged in my senior year I decided to study two more years on parent education problems at Morrow University. Jim and I had often talked over our dreams of the children we were going to bring up. He had majored in psychology at Rib Nar College and was particularly interested in the courses there on human relationships. He graduated a year before I did and entered the Parent Education School at Prospect University, founded and endowed by the late Ulysses Lee Prospect.

"In 1942, immediately following the day when he got his doctorate in parent education, we were married. And very soon he began his work as professor of family relationships at Child Heights University, where he has been teaching since.

"We have four children, Patsy 14, Barbara 12, Phil 9, and Andy 7. They provide Jim and me with plenty of first-hand laboratory material. The trouble is that our friends expect us to have perfect children; but we don't, as you can guess. The way they fight sometimes might make you think they were savages.

"We are human beings just like other people. But we do enjoy our children and they seem to have a pretty happy time with us. Once in a while they get some good

jokes off on us, reminding us that we teach 'so and so.' I don't really teach, but Jim's work was intensely interesting, and as soon as the children were able to look after themselves—for the most part—I grew restless and just had to do something. So I suggested to Jim that we work out some correspondence courses for parents. We planned to develop a small home-study department which I was to manage. That was four years ago. To our surprise there was a great demand for these courses and we were called upon to add more and more. Now we have 26,784 students. Most of them are parents and of these the largest percentage are parent-teacher workers from every state. You know the national parent-teacher membership has grown to almost ten million. Some young unmarried women are taking the courses in parent education and a few unmarried men. Some say they are to be married, others note that they hope that such training will increase their opportunities for marriage.

"You know, Eileen, there is a great change in the attitude of young women of today as compared with the time when you and I were in our late teens. They are impressed now by the promise parenthood offers for self-expression, self-realization, and creativeness. This is particularly true among the more intelligent young women. You remember when we were girls we used to hear our parents and their friends fret about 'companionate marriage' and the like, believing that the home and family as they knew it were about to pass. They overlooked the child as a center of home and family interest, and were not then familiar with the wisdom and skills of the modern parent. Times certainly have changed since then.

"You remember what a time I had with arithmetic. Well, Barbara began to have

some troubles, too, but one day I happened to recall the scheme my mother and father worked out to help me, and the problem was soon solved. Do you know that mathematics was my easiest subject at college?

"Patsy used to get fits of anger just as I once did. One day Mother Fink and Dad were visiting us. Mother said to me, 'Why, that child is jealous!' Jim and I did not at first agree with Grandma, but one evening while we were riding from Los Angeles to Chicago, just as the airship gave a little dip, Jim said, 'Phyllis, I believe Grandma was right.' And she was. Here we were, both specialists, and we didn't see our own problems. Well, you know what they used to say about the shoemaker's children.

"Last evening we took a little jaunt out for dinner from our home in Columbus to St. Louis. While there with an old friend of Jim's we turned on the dial and saw and heard my brother Phil a thousand miles away leading a parent-teacher discussion on Dads and Children. He surely was interesting to us. Phil has two boys. The next day at four Jim and I tuned in again and saw and heard Phœbe with her nursery

school at Vancouver. The little children were playing together all alone and Phœbe was sitting there with about twenty-five mothers and fathers talking about the home life of the children.

"I forgot to say that Father and Mother Fink read a great deal on parent education subjects. Every now and then they write: 'If only we had known some of these things thirty-five years ago!' Bless their souls, as I look back at all the good things they did for Phil and Phœbe and me I only wish that Jim and I might do as well. They have been going to the city college the last several years taking courses in English, journalism, economics, and politics. It gives them much to talk about and the children always look forward to the coming of their grandparents at Christmas time, for as Patsy says, 'They have so many interesting things to talk about.'

"I hope this long letter does not bore you. Please do write me, Eileen, and tell me about your family.

"As ever,
"PHYLLIS FINK DREW."
(THE END)

Kite-Flying May Be a Dangerous Pastime

A NUMBER of child fatalities resulting last year from the seemingly innocent diversion of kite-flying has led the National Safety Council to issue a warning which, it is hoped, will reduce or eliminate the casualties during the approaching season.

"The chief danger," the warning reads, "is from electric shock, as evidenced in reports from various parts of the country a year ago. Wire used for kite strings is always dangerous, in that it may come

in contact with high-tension wires. Wet string, too, acts as a conductor.



"Children should never go near wires to retrieve their kites when they become entangled. It is much better to lose the kite than lose your life.

"Another ever-present hazard in kite-flying is that of being run down in the street by passing automobiles," the Council says. "This sport, like that of coasting and playing ball, is only safe when carried on away from traffic."

"What Shall I Be When I Grow Up?"

BY CHESTER MILTON SANFORD

WHAT Shall I Be When I Grow Up?" Young minds naturally dwell in the fascinating, unknown realm of the future and every child asks this question hundreds of times—aloud if he is properly encouraged, silently to himself if he is not. None of the questions framed by his unfolding mind is more vitally important.

To parents it is a challenge and an opportunity. It reaches its maximum importance at high school age. But even in the kindergarten it is not to be considered lightly. Especially is this true if you harbor that rare and delicately organized individual whom the world calls a genius.

The genius will almost always manifest, in very early childhood, his true vocational bent, and he will rarely swerve from it even during the turbulent adolescent period. Isaac Watts, writer of the most beautiful hymns of all time, began to write rhymes at an age when most children are playing with baby toys. He was so persistent in this form of amusement that his austere, practical father became exasperated, and one day told the boy that if he wrote another poem he would get a spanking. For days young Isaac refrained, but finally the urge became too strong and he composed more verse. As his father spanked him, the child wailed, to the rhythmic swing of the shingle,

"Dear Father, do some pity take,
And I will no more verses make."

Luther Burbank, bored by ordinary playthings, adopted a cactus plant as his favorite toy and loved to dress it in clothes—an unusual but very significant doll. The world has seen pictures of the baby Handel stealing into the attic to play his beloved clavi-chord. William Jennings Bryan, when he was a little boy on his father's farm in Illinois,

would mount a soap box facing a row of stalls and try to induce as many cows as possible to stop chewing and listen to his oratory.



© Keystone View Company

At a certain period a boy is under the spell of Lindbergh.

THE average child, however, makes repeated vocational somersaults during childhood and adolescence. A trip to the hospital may leave him determined to be a surgeon. From a moving picture, a book, a casual contact, he draws his successive ambitions. If every boy between the ages of five and fifteen who determined to follow Lindbergh's example and become a flyer, should actually do so, the air, in a few years, would be as congested as Times Square.

But no matter how vacillating they may be, these youthful aspirations have a real significance, and the parent's method of dealing with them may make or mar the child's character as well as his career. Each one should be encouraged and parents and teachers should try to give the child all the information possible about each vocation to which he temporarily aspires. The Boy Scouts of America publish a "Be Prepared" series of pamphlets which is of great help in this undertaking. There are magazines and books which also throw light on the subject.

But the child after all is the determining factor in a vocational choice, the raw material out of which all education as well as all effort toward vocational guidance is engaged in making the finest and best fitted product possible. Colleges and universities are paying more and more attention every year to vocational guidance. They are giving special exploratory courses, employing trained vocational counselors to interview each student, directing a vigorous effort toward making education less aimless and more applicable to life. But experience shows that a college junior is no better able to make a vocational choice than a high school junior, provided neither of them has made the attempt before.

THE mother and father are in a strategic position to study this raw material from babyhood up and to lay the necessary foundation on which the public schools and the university can build.

They should watch for every significant tendency to help them in their job. What does the child do with his leisure hours? If

he likes to make things he should have a work shop and parents should interest themselves in what goes on there. His preference in reading should be observed. If he leans toward mechanical subjects books and magazines dealing with them should be given him.

To give a young person a chance to earn money is to give him invaluable laboratory experience in the effort to find his true vocation. Ideally, it would be fine if a child could work for a time at each vocation he fancies as he grows up. Within the limits of opportunity, he should be allowed to do this. The boy who works hard in a bank one summer, on a farm the next, then in a grocery store, a drug store, an industrial plant, and a newspaper office has a broad perspective when he comes to make his final vocational choice.

Always, no matter what their limitations otherwise, the parents can and should be good listeners—provide the child with a sympathetic audience, which is one of the most valuable aids he could have toward clarifying his own thinking.

NO wiser than the parents who wet-blanket the vocational ambitions of their children are others who try to impose their own ideas on the child, regardless of whether or not he is suited to follow them. A case of this kind—one of many—came to my attention recently. A high school boy came to me for advice. He was haggard, troubled-looking. He had been in high school five years and though he worked hard every night he was unable to graduate.

"Everybody is disappointed in me," he said, "my mother most of all. When I was twelve, she decided that I should be a doctor like her brother, a great surgeon. I have tried my best but I can't understand what they teach at school. Every morning as I start to school I feel like throwing myself into the river. Mother talks constantly about her disappointment. She even comes to the school and blames the teachers for my failure."

I gave him tests and found that he had the intelligence quotient of a boy of twelve. The mental level test showed that in all

probability he would never reach an intelligence level above fourteen or fifteen years. His physical condition had become serious as a result of his conflict. Tests showed that he was not only neurotic but was on the verge of a psychosis. Further tests showed that he had manual deftness to a marked degree and a mechanical eye. Transferred to a trade school, he is far happier and is making creditable progress toward the mastery of a lucrative trade.

A vast number of parents, in choosing vocations for their children, use the simple process of settling on the most remunerative and respected fields. To compromise with this soaring but unseeing ambition means bitter disappointment to them. "My child," they say, "must attain nothing short of the highest. Of course, there must be laborers and draftsmen, but let someone else supply them." Meanwhile, according to the Department of Labor, 90 per cent of our children are being steered toward the professions, many of which are already so seriously overcrowded that only the ablest can survive in them. It is a matter of looking facts in the face, sooner or later. And he is a shortsighted parent who cannot realize that his son will be much better off as a happy and successful shoemaker than as an embittered failure in the profession of law.

PARENTS should watch carefully the child's reaction to school work, remembering that education is not a cramming process, but that its purpose is to bring out the latent capabilities of the boy or girl. If the child excels in English, history, and geometry, it is more than probable that he would be fitted to enter upon a legal career. The would-be doctor should show a preference for physiology, hygiene, chem-

istry, and Latin. The boy who likes mathematics and excels in it almost exclusively would undoubtedly be a good accountant. The emphasis on one or another subject is not to be deplored, but rather taken as a heartening sign of special aptitude. The boy who makes 98 in English and 78 in mathematics is often urged to neglect the former and stress the latter. The fact is that his ability to make 98 in English shows that this is his field—that he is destined to make a brilliant success in journalism or one of its allied vocations. The educational system wisely requires some proficiency in

all branches of study, but it is not advisable to encourage a child to neglect his best study in order to strike a level. In fact, the child who is equally good in all subjects—the general superior type—is not nearly as likely to be successful and happy in a vocation as is the one with a marked bent for one field.



© Keystone View Company

Modeling in soap has disclosed to this girl her creative talent.

THE boy or girl at fourteen is in a state of mental and emotional turmoil, and to deal with him at this time in the light of a vocational choice requires special

thought and tact. While wet-blanketing ambitions in a child of six is bad, to do it now is tragic. It is probable that the teen-age boy or girl is giving far more serious thought to his future than his parents dream. He has become reticent about the matter, particularly if he has not met with encouragement in his earlier ambitions.

At this point, it is a fatal mistake to hold up to a child the danger of becoming a misfit. He needs encouragement above all else. In lecturing to and consulting with high school students all over the country, I have been deeply impressed by their almost hysterical reaction to counsel of the threatening type. They are easily made to feel that they must choose a vocation at once, that their

natural bewilderment about it is a sure omen of lifelong failure. At this age they should not be urged to make definite plans. They should simply be encouraged in any line of thinking to which their inclinations lead, bearing always in mind that any goal is better than none and that frequent change of a vocational aim is not a sign of instability in youth.

Several years ago, after a lecture to a high school group, a fine-looking boy came to me and proudly confided that he wanted to become an aviator. I talked to him about the work he should take and the kind of life he should live in order to be a successful flyer. Next day his mother came to me, furious at my encouragement of her son in this ambition. I begged her not to take this attitude, to give the boy books and magazines on aeronautics, to supply him with material to build models and to talk to him sympathetically about his future.

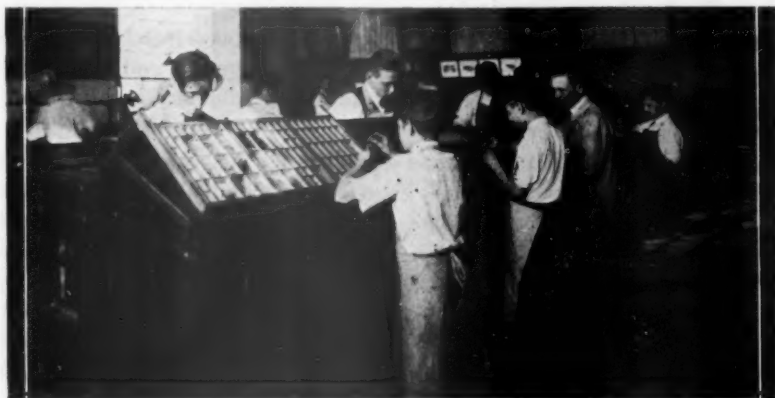
Last year I returned to that city. The mother came to see me but her attitude had changed. She said, "I am so happy that my boy determined to be an aviator when he did. The idea made a new boy of him and carried him triumphantly through one of the most impressionable periods of his life. He guarded his health, refused to waste time as many of his friends did, and regarding his school work as a preparation for his career he became one of the best students in his class. Later, he learned that the field of aviation was seriously crowded

and that the field of electricity was steadily expanding and giving opportunity to young men. He is now at the state university studying electrical engineering and is contented and successful."

THE best psychologists say that under ideal conditions the final vocational choice is made by a boy at the age of seventeen or eighteen, by a girl at fifteen or sixteen. So rare are these ideal conditions that the rule probably has more exceptions than most rules. But it serves as a guide to parents who earnestly seek to understand their children in relation to choosing a life career. If parents have not killed all spontaneous ambition in the child, and if the school has performed its function of discovering his possibilities even reasonably well, the general field of endeavor for which the child is suited should be apparent at this time. Thus if he is going to college he will not waste years in stressing English when he is designed to become an accountant, nor punish himself with concentration on chemistry when he possesses superior literary talent. There is time enough remaining to choose between ceramics and electrical engineering, between nursing and dietetics.

Throughout the whole process, from babyhood to maturity, the child should, above all, never be forced into a vocational choice. No one should be allowed to choose for him—neither his parents nor his teachers

(Continued on page 571)




© Keystone View Company

Boys pick up typesetting very readily.

Parent Training in Churches

BY PEARL ADAIR WINCHESTER

The National Congress and the Churches

T is interesting to remember the beginnings of organized interest in child welfare. The National Congress of Parents and Teachers looks back to February 17, 1897, as its birthday. Shortly before that date a letter was sent out by Mrs. Theodore W. Birney, founder of the Congress, and Miss M. L. Butler, organizing secretary, asking the clergymen of the country to preach on the value of a so-called National Congress of Mothers Convention, to be held at that time. But what then took form as the Congress of Mothers had been long preceded by a Union Maternal Association which organized in the churches groups for prayer and the spiritual training of children. A number of the women who became the founders of the Congress of Mothers had been members of such groups, and it was this experience which showed them the necessity for a more inclusive organization and method, and prepared them to join with leaders in the kindergarten movement to form the new body. Among papers treasured by Mrs. David O. Mears, actively associated with the National Congress since its beginning, is a "pledge" of the Mothers' Association of Piedmont Church, Worcester, Massachusetts, of which her husband was pastor. Mrs. Milton P. Higgins, one of its members, was later president of the National Congress. Mrs. Mears states that her mother, Mrs. J. B. Grinnell, held in Grinnell, Iowa, what was probably the first mothers' meeting west of the Mississippi. There is also record of what may have been a first meeting of mothers in 1815, the outcome of plans thought out by a minister's wife, Mrs. Edward Payson, of Portland, Maine. Like other educational movements, this early interest in child wel-

fare began within the church and was strongly religious in nature.

But with the spread of popular education, and particularly of the higher education of women, child welfare has seemed in its physical, mental, recreational, and legal aspects to be more closely related to the school than to the church. During the past 34 years the National Congress has grown to vast proportions until it numbers within its membership representation of every kind of community in an organization which is non-commercial, non-sectarian, non-political, a democratic organization of parents and teachers, having as its sole purpose the physical, mental, moral, and spiritual well-being of children.

With this as its history and purpose it is natural that the Congress should be interested to be of service to the churches if possible. More than a million and a half parents and teachers are finding this a worth while organization in the public schools. Valuable assistance is at all times available to its local units through the state branch from the national organization, which is constantly in touch with expert investigators in the field of child welfare. One of its primary interests is in helping parents on the job to improve their technic and get more satisfactory results as measured in the health, intelligence, and character of their children.

For several years a Committee on Parent-Teacher Associations in Churches functioned actively in a number of states. Many local units were organized in churches and operated successfully. In time, however, it became evident that there was duplication of effort on the part of these committees and denominational leaders, and the work of the committee was discontinued in order to give the National Board an opportunity to study the situation.

The Special Committee on Relationship

In May, 1928, the National Congress appointed a Special Committee on Relationship between the Congress and the churches. The members appointed by the Congress, with Dr. Valeria H. Parker as chairman, invited representatives from the churches to cooperate with them in a study of possible ways in which the Congress might serve the churches. Those invited were persons actively engaged in their various religious groups in the training of parents and teachers, and of young people who would eventually become such. All were intimately acquainted with the needs and the opportunities of the churches in this field. The leading Protestant denominations were represented in this group, together with Jews and Catholics.

An inquiry conducted by Mrs. Millacent Palmer Yarrow, secretary of the committee, in correspondence with a large number of religious groups, developed the following information:

a. Replies were received from the educational departments of twenty-one Protestant bodies, and from Catholic and Jewish groups. Their membership may be conservatively estimated on their own figures at forty-two and one-half million.

b. There was general recognition of the need for definite parent education, together with a growing sense of the obligation that exists on the part of the churches toward parents, who almost universally need help which they are not receiving in their task of child nurture.

c. Five Protestant denominations and the Catholic and Jewish bodies reported material specially prepared for parent training, and two other denominations had such in preparation. These materials were designed (1) to help in organizing and administering parent classes and groups, and (2) to give instruction.

d. There was evident a sympathetic interest in the possibility of a wider use of the parent-teacher idea in connection with the educational work of the churches.

May, 1931

The Committee on Parent Training in Churches

As a result of this study made by the special committee, the Congress appointed, in September, 1929, a Committee-at-Large on Parent Training in Churches, with instructions to arrange a conference on this subject in connection with the annual meeting of the Congress at Denver in May, 1930. The addresses and discussions of the three sessions of this conference were summarized in the 1930 Proceedings of the Congress and in an article in *CHILD WELFARE* for July-August of that year. The delegates who attended expressed the liveliest interest in the possibilities of developing parent-teacher cooperation in churches and stressed the urgency of bringing together in fruitful activity the three agencies directly concerned in character building—the home, the church, and the school. Perhaps the most important contribution of the conference was a crystallizing of the conviction that there are other factors than the physical and intellectual that operate powerfully in the development of the child, and a desire to understand these more fully and use them with greater intelligence. Altogether the conference helped to clarify the purpose of the committee, which may now be stated as follows:

To enable the National Congress to cooperate with national religious organizations in developing the spiritual phases of parent education.

To foster through churches the cooperation of parents and teachers in directing the religious life of the child through an understanding of his spiritual needs.

In carrying out this purpose it is necessary for the committee to collect, review, and evaluate material from all sources bearing on spiritual development as related to child welfare, arranging the results from time to time in bibliographies available to Congress units and churches. It will secure and furnish to Congress units and to churches programs of parent training adapted for the use of churches. Congress

conventions will afford opportunity for valuable interchange of thought and experience between church leaders and members of the Congress. There are also many communities in which both educational and religious leaders would gladly cooperate in a parent school or institute, or in a series of informal discussions. Suggestions on method and material may be secured from this committee.

Church parent-teacher associations which were organized as Congress units and are paying per capita dues shall continue to bear the same relationship to the Congress as that of Congress units in schools.

A church group independently organized

may vote to become a Congress unit. Changes in the by-laws must be made to conform to Congress organization. Action is completed when the state and national dues of each individual member are sent by the local treasurer to the state treasurer, and individual membership cards have been issued.

No effort will be made to stimulate the organization of such groups or their membership in the Congress when there is an organization of this type under the direction of the church.

Publications of the Congress which are of interest to church groups are available to them in quantity.



"Speak Clearly"

BY HELEN ROGERS AKERS

THE first thing that I want to say is that I am writing from a mother's viewpoint, and with a mother's interests at heart. The fact that one's language is so much a part of one, and the fact that I have had good results from the methods employed with my own son, lead me to pass on what I have done.

Not long ago I had occasion to visit the fourth grade of one of our public schools, and the knowledge that many American children speak the mother tongue in a slovenly and illiterate manner was forcibly driven home to me. An arithmetic lesson was in progress, and the answers were so unintelligible to the class that the teacher in nearly every case repeated it for the benefit of the listeners. It might have been better if the teacher had asked the child to repeat the answer until the rest of the class heard and understood. But had the teacher done

so, in this class of forty, there would have been no time for the matter in hand.

During my seven years as a teacher of English in one of the best city high schools in the country, I was continually dismayed, even appalled, by the lack of interest shown by the pupils in the spoken language. I used to wish that the grade teachers would "teach these children to talk" before sending them to the high school to study English literature. During those years I placed the blame squarely on the shoulders of the teachers of the grades. In our high school there were ten teachers in the department of English. We all met the same deplorable condition, as did the English teachers of the neighboring cities. Grade teachers were held responsible for sending us, year after year, boys and girls who mumbled and mouthed their words, and who cared "not a rap" about it. The slovenly and in-

different manner in which these bright boys and girls enunciated the finest and most pregnant words of our expressive tongue, was truly surprising. "Preshashun" was about all one ever heard of that fine word "appreciation." "D'ja-go-'th-show?" was the vocalization which stood for the question, "Did you go to the show?" The expression "stunt" was then new and being greatly overworked. It was used to mean anything from a new football tactic to the last action of the city council. There seemed to be a distaste for putting into activity the muscles involved in speech. The least effort possible—any vocalized "grunt"—sufficed for a word. This kind of inertia struck me as decidedly peculiar and worthy of a good deal of thought. The muscular activity incident to the girls' basketball and to the boys' football was studied by the children and worked up to a fine art. Rare delight was taken in these activities, and great was the scorn for mind or muscle that failed. In these games inertia was unpardonable, but by the great majority of students no interest was attached to well spoken words or the nicety of clean cut expression.

Any muscular activity can be learned in childhood much more readily than later in life. A child takes as naturally to skating and dancing as he does to walking. The motions soon become a part of him, and all self-consciousness is lost. Note the young man or woman of twenty who is for the first time on skates or on the dancing floor. The same embarrassment is felt by the man or woman who first tries to make a speech. Let him become used to the accurate and careful expression of his thoughts in childhood, and the making of a speech will never be an ordeal.

Children who come from homes of meager educational privileges seem to have a feeling of hesitancy about using words which have not become familiar at home. They have the notion that words of fine shades of meaning belong in the big brick houses on the avenue. And to young people who have made the four hundred or five hundred words acquired in childhood serve the purposes of their entire mental expression, the acquisition and use of a new word

is attended with a sort of fear—a feeling of usurpation. But the English language recognizes no aristocracy of words. A large and expressive vocabulary belongs to the person who sufficiently desires it, and it is as much at home in the cottage as in the mansion.

Possessed of this knowledge, that for some unexplained reason only a few of our high school freshmen realize that the mother tongue has in it anything fascinating for them, and with the determination that my son should not arrive at high school age thus handicapped, I began early to lay the foundation for clean enunciation and for real joy in the accurate expression of thought.

DURING my college days I had the privilege of being much in the home of a noted linguist—one of the professors of modern languages in the college I attended. His family of four children spoke well enunciated English. It was a rule of his house that courtesy demands distinct enunciation. "Speak clearly, if you speak at all. Carve every word before you let it fall." And well do I remember his advice to a young mother whose little daughter had a most surprising lisp: "Don't allow Betty to say, 'The thaid the thent it Thunday,' no matter how 'cute' it may sound now, for I know of nothing more pathetic than an adult speaking with *baby-talk frozen on to her mental exchange.*"

It is generally thought that during the child's second and third years "he learns to talk." But it is my opinion that he begins to learn on the day of his birth. This rudimentary start in the mother tongue he gets in the home. The parents have it all their own way. The child speaks as his parents speak. These are the years of imitation, and what the child hears, he tries to repeat.

We had our boy watching our mouths and imitating the movements of our lips before he had uttered a word. It became a game with him. Here was something he could do. "Da-da" is the first vocalization of many children, and so it was with our son. In fact he had two names for his father before he would attempt to say "mother."

His first effort resulted in the usual "muv-ver." I pronounced the word "mother" over and over again, making a point of the "th" sound. At first the result was merely a funny little explosion, with the child's tongue very much in evidence, but it was an amusing little game and he seemed delighted with his progress. Other words having the "th" sound were added, and it was not long before he was pronouncing "feather" (with the object before him), "thumb," and "thimble" with all the gusto of a football punter.



When the child began to say "wove" and "wady" for "love" and "lady," I used the methods of former vocal teachers in bringing forward tones which our lazy American habits of speech so often swallow. The liquid "l" if persistently placed directly behind the teeth will bring forward a large number of other sounds. Over and over again were the words "love" and "lady" neatly and pleasingly sounded, until the child had accomplished the pronunciation with additional words of his own. One day I was called to the upper rooms by kicking and stamping which seemed to be issuing from behind my closet door. "Wet me out, wet me out!" shouted my boy's playmate, who was a year and a half his senior. "He says, 'Wet me out!'" announced my boy in fine scorn, "and he's going to stay there until he learns to say it right."

FROM the very first, if our boy opened his mouth to talk there was never any doubt in the minds of his hearers as to what he said. Once when we had some guests for the afternoon, our boy came to me and said in low tones—but with that distinctness which carries to the four corners—"Bridget overturned the whipped cream on the floor." Mistaking my look of horror, he sought to mend matters by the equally audible explanation: "But she scraped it all back in the bowl."

Just as later boys find pleasure in making collections of stamps, coins, books, what not, our boy early began a collection of words. And so much does he treasure an acquisition to his vocabulary, that he will hear and hold in memory an unfamiliar word until such time as he can ask its meaning.

While this boy is extremely independent in his work and his play, and does not always take kindly to an altered plan, I have never known him to receive a suggestion in regard to his English with anything but enthusiastic welcome and hearty cooperation. An intelligence test for college students whose record in naming the opposites of simple words like "low," "fine," "good," "short" was thirty seconds, was given to our boy when he was six. He completed the list in a minute and a half.

When our boy first came home with the story of "seeing a bear," we explained as well as we could the value of a vivid imagination, and encouraged him in the relation of these inventions of his own. Always, at the start, when he had a story to tell, he was expected to state whether it was a real happening or a "fancy." About this time we taught him the game of "Precision." The point of the game is to fit ideas as nearly as possible with words and expressions. Fine shades of meaning and discrimination were brought out in such words as "relief," "wonder," "suspicion."

* * *

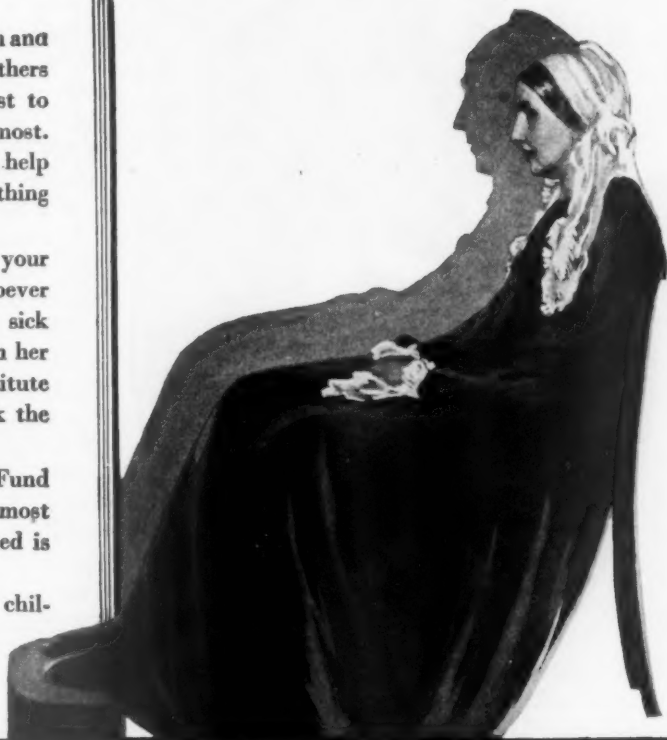
In closing I wish to say in justification of our efforts to teach the use of the mother tongue, that our son possesses a discriminating choice of words and a love for good English that few carry into the high school.

IN times of financial depression and unemployment, widowed mothers and orphaned children are first to suffer—and silently, they suffer most. Thousands of them today need help—money help—for food and clothing and creature comforts.

It is for them that we ask your help this Mothers' Day. Whatsoever your mother would do for a sick neighbor or hungry child, do in her name for unemployed and destitute mothers and children who lack the comforts and necessities of life.

The Golden Rule Mothers' Fund will be distributed through the most efficient agencies where the need is most acute.

Give for mothers—for their children—the gift that will make them happiest.



A "GOLDEN RULE" MOTHERS' DAY

National Committee, Golden Rule Mothers' Fund

Mrs. FRANKLIN D. ROOSEVELT.....	Honorary Chairman
Mrs. JOHN H. FINLEY.....	Chairman
Mrs. EDGESTON PARSONS.....	Secretary
Miss Jane Addams.....	
Mrs. J. C. Agar.....	
Mrs. Meritt H. Aylesworth.....	
Mrs. Clifford W. Barnes.....	
Commander Evangeline Booth.....	
Mrs. S. Parkes Cadman.....	
Hon. Arthur Capper.....	
Gov. Norman S. Case.....	
Hon. James J. Davis.....	
Mr. Robert W. DeForest.....	
Gov. Joseph P. Ely.....	
Gov. Louis L. Emmerson.....	
Hon. Hamilton Fish, Jr.....	
Mrs. Charles W. Gilkey.....	
Mrs. Henry V. Gillmore.....	
Mrs. Walter W. Head.....	
Mrs. Charles S. Macfarland.....	
Mrs. Walter H. Mallory.....	
Mrs. M. C. Miel.....	
Mr. William B. Miller.....	
Mrs. William H. Moore.....	
Major General John F. O'Ryan.....	
Mrs. Ruth Bryan Owen.....	
Miss Ellen F. Pendleton.....	
Mrs. Percy V. Pennybacker.....	
Mrs. Daniel A. Poling.....	
Mr. William A. Prendergast.....	
Mr. Frank Presbrey.....	
Mrs. Thomas J. Preston, Jr.....	
Mrs. William Gorham Rice.....	
Mrs. Jane Deeter Rippin.....	
Mrs. J. T. Rourke.....	
Mr. Oliver J. Sands.....	
Mrs. Albert Shaw.....	
Mrs. Robert E. Speer.....	
Mrs. William Dick Spornberg.....	
Mrs. Elias H. Strawn.....	
Mrs. Henry A. Strong.....	
Mrs. Arthur H. Sulzberger.....	
Miss Lillian D. Wald.....	
Mrs. J. P. Weyerhaeuser.....	
Gov. George White.....	
Hon. Ray Lyman Wilbur.....	
Miss Mary E. Woolley.....	

IN HONOR OF MOTHER—HELP OTHER MOTHERS

To The Golden Rule Mothers' Fund Committee
Lincoln Building, 60 East 42nd Street
New York, N. Y.

I hereby subscribe.....Dollars
to the GOLDEN RULE MOTHERS' FUND, to be applied
by the Committee where most needed, unless specifically
designated below.

Signed.....

Address.....

This gift is to be recorded in the name of.....
and used for.....

MAKE CHECKS PAYABLE TO THE GOLDEN RULE FOUNDATION
MARKED FOR "GOLDEN RULE MOTHERS' FUND"

THIS SPACE CONTRIBUTED



© Ewing Galloway

Lacrosse at Wellesley

Letter To a Daughter

BY ARTHUR DEAN

DEAREST MARY:

YOUR father is an old dear but he's lost when it comes to writing a letter to his daughter at school. The old dear is so busy in keeping us alive that his ideas about women fit the eighteenth century. So we have talked things over and I am delegated to write this combination parental letter. It represents Dad's thoughts as well as my own.

We don't want you to go to school and come home with frazzled nerves. All the algebra and higher mathematics in the universe are not worth a Model A (Dad's phrase) beside good nerves. You'll need them when you have a husband and some

children. We want you to be healthy—healthy all over—healthy-minded, healthy-spirited, and healthy in body. Play tennis, basketball, baseball—anything—walk, swim, run, row, paddle, ride. But be healthy and game. That's the word, **GAME—I WANT YOU GAME.** No girl who is game in the best sense of the word, ever went wrong in morals or study or life.

We want you to learn balance. Get the right balance between books and social activities; the balance between being liked by everybody and yet keeping your own self-respect; the balance between thinking liberally and acting conservatively; the balance between duty to the moment and duty to the Eternal; the balance between yourself as an individual and as a member of human society.

We expect you to know boys at school. You will dance with them, go to parties, picnics, and rides. You will have your little love affairs, as I did. You will dream your dreams. God bless them. If you are healthy-minded you'll have the time of your life. The friendships you will establish, the knowledge you will gain of the fineness of many boys when in the companionship of girls, and the outlets you will have for your bubbling spirits, will make a lasting impression on you. School is one of your big experiences, perhaps the biggest. See to it that you can face everybody with a clear eye.

I have almost forgotten about books, Mary Jane. You see these other things are so very important. If your mind runs to mathematics you may become a teacher or even an architect or engineer. If to science, I hope that it will lead you toward an experimental career. I cannot seem to express myself about this book business. Of course I want you to be "smart" as Dad says, but I don't want you to be so smart that women and boys will be afraid of you. Have you a brain? Yes, of course, but don't scare people off.

You are going to earn your own way in life. Don't forget that. If you wish you can go on to college and into post-graduate work. You are one of these new women who can be in business, research, profession, store or shop, and "still be a woman" (what-

ever that may mean). You will have to go "on your own" after leaving school. Be prepared for a vocation in which you have faith and training. Master it so that you can call your life your own and look upon this world unafraid.

We hope you will marry and have children. This is the best way to get all there is from life. A husband is worse than an original problem in geometry because there at least you have a hypothesis and a Q.E.D. Some men are like one equation with three unknowns and you haven't data enough to solve. That's one reason why I want you to know boys before you gamble in the marriage game.

Babies are problems. The little dears! Your course in biology should give you an appreciation of life and its functions. Your knowledge of influences of heredity will sober you and give reason to pause before taking the first boy who offers his hand in marriage. Your familiarity with values of environment will point the way by which you can overcome the forces of inheritance. Your readiness in keeping an open mind will help you to interpret new ideas in baby care, and your common sense, I hope, will keep you from letting crazy notions of child upbringing disturb your balance.

Cooking—just plain everyday cooking—I have taught you. How you could cook when you were a little girl! Now you are too high and mighty to wash dishes, mend, and cook. Well! Perhaps the domestic science work in school will have a maximum "science" and a minimum "domestic" in it to appeal to you. I certainly hope so, because if science can conquer the air, glide over the water, and sink into the depths of the earth it surely can get into the homes and make life easier for women with children and husbands. If your "domestic science" will make you domestic enough for your husband and scientific enough to improve your mind, I'll be satisfied.

YOUR LOVING MOTHER.

P. S.—I forgot about current events, history, literature, and all those things which will keep you up to date. Your mother has kept pretty close to the tub and sink and

May, 1931



© Ewing Galloway

Archway of Hazard Quadrangle Dormitory,
Wellesley

doesn't know much. Your father belongs to lunch clubs, lodges, and societies. He meets people all the time. Without lifting his finger he keeps abreast of the times. All I have is the back yard fence, and with all due respect to Mrs. Jones, she's a cackling hen. If I had my life to live over again I'd go in for books, real people, music—anything which would give me a chance to be somebody.

P. S. 2.—Mary Jane, I have it! *You are going to be what I have not been*, and that's why you are going to school—to surpass your mother in the great game of living. Bless you, Mary Jane.

Progress is not automatic. It is a difficult achievement. Progress is not a car to ride in. It is a campaign to be carried on by prophets and pioneers, teachers and technical administrators who can induce the masses to follow them. The inventions of science may enslave as well as emancipate. Everything depends upon the intelligence with which they are used.—President Glenn Frank, University of Wisconsin.

Training Our Children

For Study Groups and Parent-Teacher Associations

What to Feed Your Adolescent Child

BY ELEANOR R. MACLAY



EVERY mother of an adolescent child should ask herself these important questions about his food: how much does he need? what kinds should he have? how can I get him to eat the necessary foods?

Never before has there been as widespread interest in "food for health" as at the present time. There are two main reasons for this: we are trying to keep children well, and we know that "food makes a difference." The draft in the World War revealed the fact that about thirty per cent of our young men were physically unfit for military service. There is no question that many of the conditions could have been remedied in childhood, and since that time a great effort has been put forth to improve the nutrition of children. In spite of the increasing interest in this problem for more than ten years, President Hoover recently made the statement that at the present time there are 6,000,000 children in this country who are improperly nourished.

One of the outstanding causes of malnutrition is a faulty diet, in kind or in amount, and it is agreed that great numbers of children are undernourished because of too low an intake of food.

How Much Food Does the Adolescent Need?

ALTHOUGH many mothers are deeply concerned with the diet of their younger children, they do not pay enough attention

to the older ones, with the result that these children have insufficient food for their activities and are forced to use up their body material.

What was wrong when the boy of 15, who ate heartily of the meal prepared for the family and went to the kitchen to get a banana before going to the ball game? The answer is well illustrated in the study made by Dr. F. C. Gephart of the food consumption of 360 boys between 12 and 17 years of age, who were attending St. Paul's School in Concord, New Hampshire. He found the average consumption per boy was 5,000 calories per day. Comparing this with the amount allowed, 3,500 calories, for an average sized man doing active muscular work, we find a difference of 1,500 calories per day. This study does not prove that every adolescent boy needs 5,000 calories, because the boys at St. Paul's lived in a cold climate and engaged in outdoor winter sports, and perhaps ate more than they needed. It does show, however, that an adolescent requires an enormous amount of food, and that his appetite represents a real need, for this is a period of very rapid growth and development and of great activity.

A mother should not think her boy greedy and remonstrate, "Don't put so much butter on your bread," or "You don't need a second dish of ice cream, you have had enough." She will not be surprised when her son aged 13 says, "I surely like to eat dinner in the country at Mrs. Smith's; she serves her preserves by the tablespoonful."

May, 1931

The adolescent girl needs as much as the boy if she is of the same size and age, and has the same activities. The needs of the adolescent boy and girl are well summarized in the two books by Mary Swartz Rose (see list). Concerning quantity she says,* "For the whole period from 12 to 16 years in girls and 12 to 18 years in boys, the food requirements will be much higher than for adults of corresponding size, and emphasis must be put upon a diet which is capable of promoting the best possible growth. In nutritive quality it should be equal to that for the younger children, and in quantity it will resemble the diets of toilers, such as farm laborers and stone workers."

What Kind of Food Should the Adolescent Have?

CONFRONTED with the problem of supplying this large amount, what are the high calorie foods which we shall use? They are the concentrated foods which give the most energy or calorie value; such as those rich in fats, those rich in sugar, and those rich in starch. Fats give two and one-fourth times as many calories for the same weight as carbohydrates (sugars and starches) or proteins (found in eggs, milk, cheese, meat, and dried beans).

The energy need of the body, however, is not the only one to be considered; two other important needs are for building and for regulating. All three are absolutely necessary for the health of children of all ages. Proteins build muscles and blood; minerals (calcium and phosphorus, chiefly) build sound bones, teeth, and other hard portions of the body; while iron is necessary for good red blood. Minerals, bulk, and vitamins act as regulators of many important body processes. Vitamins, concerning which we hear so much these days, promote growth and help in many ways to keep us well. A typical day's menu will illustrate how the needs for energy, building, and regulating may be supplied:

* *Foundations of Nutrition*, page 417.
May, 1931

BREAKFAST

Orange, 1 large
Rolled oats, $\frac{3}{4}$ cup
Cream, $\frac{1}{2}$ cup (18%)
Milk, 1 cup
Sugar, 1 teaspoon
Toast, 2 slices
Butter, 1 tablespoon
Jelly, 1 tablespoon

LUNCHEON

Rice and cheese, 1 cup
Whole wheat bread, 2 slices
Butter, 1 tablespoon
Cold slaw, 1 cup
Oatmeal drop cookies, 2
Cocoa, 1 cup
Pineapple, 1 slice and
3 tablespoons juice

DINNER

Roast beef, 1 large slice with gravy
Baked potato with butter
Tomato salad, 1 tomato and 1 tablespoon
mayonnaise
Buttered carrots, $\frac{3}{4}$ cup
Bread, 2 slices
Butter, 1 tablespoon
Milk, 1 cup
Sponge cake, large slice
with custard sauce, $\frac{3}{8}$ cup

The total calories provided for the three meals are 3,300.

Included in this day's ration are one quart of milk, three vegetables besides potatoes, and two fruits. These are called by McCollum "the protective foods." The menus may be used as a guide and amounts increased or decreased to suit the age, activity, or the special requirements of any boy or girl.

In some cases the demand for such large quantities cannot be met by the three regular meals even though concentrated foods are eaten. In that event the extra food can be taken between meals, if it does not spoil the appetite for the next meal. Fresh fruits, milk and graham crackers, bread and butter or peanut butter, or even a milk chocolate bar will give a wholesome addition to the total food for the day.

How Can I Get the Adolescent to Eat the Essential Foods?

Is the story of diet told when the amount and kinds of food have been discussed? Many mothers have no problems in providing proper food; but in seeing that it is

CHILD WELFARE

eaten. It seems unnecessary in this article to discuss the well known fact that the habit of eating all wholesome foods should be formed during the preschool period. There are, however, some adolescents who do not have good eating habits because of lack of early training or for other reasons. A few suggestions follow for their mothers.

Many girls have finicky appetites because of improper food and bad health habits. They crave sweets, fancy desserts, pickles, and highly seasoned sauces and are loath to drink milk and eat simple, wholesome dishes. The causes will have to be determined, of course, and a program planned to improve the appetite.

One thing to look for is fatigue. Modern amusements overstimulate the youth of today, who, accordingly, need more hours of sleep and rest than did the preceding generation. But the fact is that they get far less.

During the last few years girls have been possessed with the idea of keeping thin. Fortunately, Dame Fashion, with the change in styles which make curves popular, is helping to remedy this situation. Even yet there are girls who will not eat enough to keep themselves in good condition, and there are others who do not "count the calories at the right time." They scorn a glass of milk or a dish of custard at home as "too fattening," but can't resist the delectable par-fait at the soda fountain or the "luscious" chocolate cake at the bridge party.

Emphasis on the esthetic phase of the menu often brings good results with these girls. The simple, wholesome dishes can and should be made more interesting by new and varied combinations in color, flavor, texture, and form. Then, too, all food should be prepared so well that it is irresistible.

While these hints are of some value, it is far more important to convince a girl that good diet has a direct relation to her attractiveness; that she must eat wisely if she expects to have a good complexion, clear skin, good color, and other indications of

health. For health is one of her greatest assets for charm.

Athletic training tables are among the most powerful influences upon the food



© H. Armstrong Roberts

Refueling for the next session

habits of boys, not only of the athletes themselves, but of other boys as well.

Undoubtedly, the most vital thing for both boys and girls is to have the right attitude toward "food and health," and to get this they must learn to know the foods which supply body needs, and to disregard food fads and fallacies. Therefore more food education is needed in the school as well as in the home. The school has an exceptionally fine opportunity for training along this line in its lunch room. Here children eat one meal a day, five days out of the week, nine months out of the year.

Hence the noon meal at school represents a significant part of the food consumption during a large portion of the year.

Anyone in a school cafeteria who has watched adolescents and their trays containing two starchy dishes, potatoes and macaroni with cheese, or two desserts, cake and pie, realizes that a wise choice is not always made. The school should feel that a satisfactory noon meal is a part of its responsibility in promoting the health of children. This can be accomplished by means of a well balanced plate lunch, or suitable foods from which to choose, with help in selection.

In conclusion, the answers to the three questions stated in the beginning are:

1. Give the adolescent a large amount of food to care for the growth and activity of this age.
2. Include concentrated high calorie foods and the building and regulating foods as well.
3. Help the adolescent to appreciate the relation of food to health.

QUESTIONS FOR GROUP DISCUSSION

1. Will any changes in the dinner menu be necessary to satisfy the needs and desires of father; John, aged 16; Mary, aged 14?
2. What can we do to improve the school lunch which our children eat?
3. How can a mother include a quart of milk in the daily diet of her adolescent girl who needs it, but "doesn't like it"?
4. A group of high school girls have the habit of stopping in after school at a soda fountain, eating rich food, and thereby spoiling their appetites for dinner. What can their mothers do about it?
5. During this period of economic depression, what growth-promoting and regulating foods shall I select, these being more expensive than the energy foods?

SUGGESTED READINGS

- Foundations of Nutrition:* Rose, Macmillan Co.
Feeding the Family: Rose, Macmillan Co.
Nutrition Work with Children: Roberts, University of Chicago Press.
Food Health and Growth: Holt, Macmillan Co.
Food Facts for Every Day (a book for children): Winchell, J. B. Lippincott Co.

May, 1931

The Market Basket

USE eggs abundantly now while they are cheap, is the advice given by the Bureau of Home Economics, of the U. S. Department of Agriculture, which calls attention to the fact that their high food value makes them a most important item in the diet at all times.

Of all natural foods, egg yolk is the best source of vitamin D, with the exception of fish oils. For this reason, the bureau points out, children who are given eggs from infancy are better fortified against rickets than those who do not have them.

In addition to the vitamin content of eggs, they are extremely valuable for their efficient protein and for the essential minerals—iron, calcium, phosphorus, and magnesium—which are in such form as to be easily assimilated. Next to milk, eggs are the most important source of protein in the diet of growing children. Another factor in their favor is that egg yolk resembles butter in its high percentage of vitamin A, which is sometimes known as the anti-infective vitamin.

The bureau suggests that children of 5 and 6 months be given small quantities of egg yolk, gradually increasing the amount until 18-months-old children are taking a full egg yolk. After two years they may have eggs in practically all forms, provided they are properly prepared.

Since only 11 per cent of the egg is lost in the weight of the shell, a pound of eggs yields a relatively high proportion of edible food material. The present price of eggs is lower than it has been for years even after discounting the fact that they are usually more plentiful and consequently cheaper at this season. All these facts substantiate the bureau's recommendation for the inclusion of eggs in the diet.

Their present low price brings them within reach of families living on very small food budgets. Since they can be served to persons of all ages their use does away with the necessity for preparing special meals for the younger children.

CHILD WELFARE

*Published in the Interests of Child Welfare
for the 1,481,000 Members of The National
Congress of Parents and Teachers*



THE GRIST MILL

*Parents in French and American
Schools*

THE wife of a distinguished French exchange professor, lecturing in this country, reports a great and growing dissatisfaction in France over their educational system. In spite of the low rate of illiteracy among their people and the broad culture among the highly educated, the French are asking if these advantages are not obtained at too great a price.

The school hours are very long, even for young children, the pressure of work is severe, and the opportunities for play, both as regards time and space, are insufficient. Indeed the tremendous vogue which the Boy Scout movement is having in France today is due to the feeling among parents that it satisfies a need for physical development and recreation which the schools have heretofore ignored.

Mme. X— reports that the majority of French parents feel that their children are overworked from the beginning of their school life, that they do not know what play is, that as a result they are delicate and under-developed and the incidence of tuberculosis is far too high, and that above all, education is at no stage a pleasurable experience to the pupils but always a terrible

grind to prepare themselves for the work they must do later in life.

An observer of French and American educational systems has made the following comment: "In France youth is a period of preparation for adult life; in America youth is an end in itself."

The recent White House Conference on Children is a demonstration of the respect in which America holds its youth. The whole conference was engaged, not only in discussing how to care for its children so that they should be good citizens later on, but in debating how to make them happy now so that, even though the future should hold sorrow for them, the years of their minority would provide joyous memories to enrich life.

To us the interesting fact about Mme. X—'s comments is that she feels parent organization is the only thing that can change conditions. The educational system of France is rigidly centralized. Nothing can be altered unless with the consent of the authorities at Paris. The danger of that system is, of course, that a dead hand might be at the helm in the capital. We are all familiar with the remark of the French educational director to a visitor, as he looked at his watch and said, "I can tell you what every school child in France is doing at this moment even to the chapter he is reading and the example he is trying to solve." The inertia of such a system is, of course, very great and experimentation or radical change, difficult.

But Mme. X— insists that the French parents can alter things. The mothers are beginning here and there to organize study clubs to inform themselves about things educational. They have left educational matters heretofore to the professional educators, forgetting that as the owners of the raw material of education they should have some say as to the refining process employed.

When they know definitely what they want she feels that they can enlist the fathers and start such an agitation and pressure for reform as shall shake even the bureaucracy of Paris. Only the parents can do this important service to the whole of France for they alone know what effect too

much work and too little play is having on the sensitive French children, and no one would be able to accuse them of having a personal axe to grind.

Certainly those of us who are interested in the work of the parent-teacher movement should be heartened by such a tribute to our power and our disinterestedness. If the French parents can hope to attack the fundamentals of an educational system by their organization, we should have a revived courage in our effort to make what is good better.

Our decentralized school system merci-

fully allows experiment. Our school boards are sensitive to public opinion and we can have everywhere as good schools as we insist upon and are willing to pay for. The opportunity is there. The only question is whether we parents have energy and enthusiasm enough to take advantage of it. We do not, like the French, have to break through a crust of tradition. But we do have to organize and work for the next step in advance and watch out not to let any accomplished gain be jeopardized by indifference or neglect.


—CORNELIA JAMES CANNON.

Our Youngest Life Member,

Randall Condon Foster



Little Randall admires the Nichols dahlia.

AST spring Mrs. Jennie R. Nichols, who for many years has been chairman of the Committee on Humane Education of the National Congress of Parents and Teachers, sent from her home in Tacoma, Washington, to Dr. Randall J. Condon, chairman of the Committee on School Education, two bulbs of the beautiful dahlia that has been named for her to plant in his Friendship garden. For Dr. Condon, since his retirement as Superintendent of Schools of Cincinnati, has returned to make his home in the little town by the sea in Maine where he was born and grew up. Here he is cultivating his flowers, building rose gardens, and developing lily pools, tramping in the woods, sailing his boat, and working in his beautiful log cabin, built on a high hill near his home and commanding a wide

outlook over sea and shore and peaceful countryside. From Friendship he goes forth from time to time to assist in the work of the parent-teacher organization and other worth while enterprises, for Dr. Condon has no desire to be idle or to live a life of ease. He still "hopes to 'follow the gleam'; and at the end to pass on the torch undimmed to other hands who shall bear it to nobler heights."

When the bulbs were received from Mrs. Nichols they were planted with loving care in the Friendship garden and were carefully watched and tended. One night a heavy squall laid low the stems and broke them off at the ground. In the morning Dr. Condon, with sorrow in his heart, lifted them up and bound together the broken parts. The leaves wilted and they seemed beyond

saving, but he watered them and watched, and then one day they began to show signs of returning life. Love had again conquered death, and in ten days the dahlias began to show their old sturdy growth. In early September the gorgeous blossoms, which have received many state and national awards, made their appearance.

One day Dr. Condon took his little grandson, Randall Condon Foster, the youngest life member of the National Congress, then 17 months old, by the hand and led him into the garden to show him these lovely flowers. And then he took a picture of the baby of the National Congress, reaching out his hands toward the flowers—and saying, “Ah!” Dr. Condon is teaching his little grandson, through living experience, to love birds and flowers and all the gentle things of life, for he knows that at the very beginning of childhood we can build into the character of children the things we want them to love and become.

In the second picture, the little fellow of his own accord is standing beside his flowers and again reaching out to them with his expression of love—“Ah!”—with which he now greets all beautiful trees and shrubs and flowers as he tenderly touches them. Dr. Condon took this picture of his little grandson in his act of devotion, and has allowed CHILD WELFARE to send it to all its readers.

WHAT IS A BOY?

HE is a person who is going to carry on what you have started.

He is to sit right where you are sitting and attend when you are gone to those things you think are so important.

You may adopt all the policies you please, but how they will be carried out depends upon him.

Even if you make leagues and treaties, he will have to manage them.

He is going to sit at your desk in the senate, and occupy your place on the supreme bench.

He will assume control of your cities, states, and nation.

He is going to move in and take over your prisons, churches, schools, universities, and corporations.

All your work is going to be judged and praised or condemned by him.

Your reputation and your future are in his hands.

All your work is for him, and the fate of the nation and of humanity is in his hands.

So it might be as well to pay him some attention.—*First Presbyterian Church, Oil City, Pa.*



Randall in an act of devotion

PROGRAM MAKERS PLEASE TAKE NOTICE!

A Parent Education Course

1931-1932

A Study of the Older Child

STUDY groups and parent-teacher associations which have used the articles in *CHILD WELFARE* as discussion material this year and groups planning next year's work will be interested in the new series emphasizing the problems of the older child. Dr. Ada Hart Arlitt, chairman of the National Committee on Parent Education, is in charge of the course.

The titles of articles in the series are as follows:

September.....Is Your Child a Perfect Child?

October.....The Happy Family

November..The Older Child and Problems of Discipline

December.....The Gang Age

January.....Has Your Child a "Case"?

February.....Planning the Day for the Modern Child

MarchSummer Plans

AprilFinding a Job

Each article will contain a list of questions for group discussion and a list of books for further reading. The books to be used as references for the course will be announced in a later number of the magazine.

These articles should be especially useful to lay groups which are without professionally trained leaders. If possible, every member of the group should read the article and think over the questions which follow it before coming to the meeting. These questions may be used by the group leader to stimulate discussion through which the members of the group may give their own points of view and their practical experiences. The leader may further the discussion by bringing in the important material

in the article as needed to throw further light upon the questions under consideration. The points may be summarized by the leader at the end of each meeting.

The *Parent Education* leaflet just published by the Congress gives many additional suggestions as to how to organize and conduct parent education study groups with the use of these articles and with other outlines to be published in *CHILD WELFARE*.



Mother's Day Poems

The Mothers' Hymn, "Blessed art thou among women," by William Cullen Bryant

"Child and Mother," by Eugene Field

"If I Were Hanged on the Highest Hill," from *The Light That Failed*, by Rudyard Kipling

"To My Mother," by Thomas Moore

"To My Mother," by Robert Haven Schauffler

"It Is Not Yours, O Mother, to Complain," by Robert Louis Stevenson

"To My Mother," by Felicia Hemans

"Sometime," by Eugene Field

"Japanese Lullaby," by Eugene Field

"Sweet and Low," by Alfred Tennyson

"A Boy's Mother," by James Whitcomb Riley

"Songs for My Mother," by Anna Hempstead Branch

"For You, Mother," from *Poems by a Little Girl*, by Hilda Conkling

"The Old Face of the Mother of Many Children," by Walt Whitman



The Congress in the Country

BY MARGARETTA WILLIS REEVE

WHEN a city family goes to spend the summer on a farm it still retains its urban background and standards, though it may put on overalls and enjoy the change. Its income does not depend upon wind and weather, its education comes from an urban curriculum, and it goes to the country for a vacation, returning to the city for those things which really make up its life; in other words, it is conscious of no responsibility to the locality to which it transfers itself for the two or three months of the year when conditions are the most favorable.

This has been to a great extent typical of the movement of the Congress into the country. Originating in cities, its organization, programs, and activities have been planned by urban people, capable, earnest, but lacking experience in any other field and having the sincere conviction that what has worked well in the city will, if properly diluted, be equally satisfactory elsewhere. But even here, the "line of least re-

sistance" which has been followed has been that which leads to the small town, where there are still resources to be canvassed and made available with comparatively little effort, where councils for mutual encouragement may be formed, and the movement will continue to spread by contagion.

In the extension of the Congress into communities of less than 2,500 inhabitants and into the open country, the mistake is too often made of attempting to extend the method, rather than the principles. Rural life is not urban life pushed out into the country; it is a product of the soil, and to be successful, the parent-teacher movement must have its roots planted deeply in the needs and interests of the people who live upon it. Urban ideas imposed upon the country are frequently like plasters applied in the wrong place—merely irritating.

ALITTLE analysis may help us here. What are the general principles common to the whole parent-teacher movement? The

"seven objectives" come at once to mind. They are fundamental to life, be it in city or country. But methods differ. In the city a skyscraper is reared as if by magic; in the country a tree grows slowly, bending to storms and struggling against drought. Rural people must meet certain conditions which to urban people seem like disadvantages because the activities to which city dwellers are accustomed will not thrive under those conditions. But it is only a matter of planting the right seed in the proper soil and using suitable methods of cultivation.

In educational conferences the limelight is thrown usually upon the consolidated school, and the casual listener would come to the conclusion that the one-room or two-room school was becoming almost as extinct as the dodo. He would infer that the rural parent-teacher association has generally the advantage of a good auditorium and the cooperation of a staff of teachers at least fairly well equipped. But the actual situation, if investigated, would produce some startling facts. He would find, for instance, that in but two of the great mid-western states there are 17,000 one-room and two-room schools, in only 439 of which parent-teacher associations are grappling as best they may with the problem of the hopeless inequality of educational opportunity, while two neighboring states add 18,000 more to the total.

Let us, then, think this month of these little schools, for nowhere else is the support of the parents and friends of the children so needed. Money is scarce; patrons are few and scattered; speakers come, "like angels' visits, few, and far between." It may be that the neighborhood can support but one organization besides its church. The scope of that one must then broaden beyond parent and teacher to home and school, and yet further to a community enterprise. As has been well said, "a community organization must be a generating station as well as a receiving station."

May, 1931

The rural association, expecting and fearing comparison with the city model, will frequently make heroic efforts to duplicate or at least approximate that type of organization, with inevitable discouragement and failure. The rural community should look at itself—should make a survey of its needs and its resources and build its program on what exists or may be developed within itself. Then let the small group put all its force into one or two undertakings at a time, and each success will send it forward to new effort with increasing confidence and enthusiasm.

WHAT is the first step? Ask your postmaster for a Rural Free Delivery map of your district, and at your next meeting hang it on the wall. Then with the help of all those present—plus a box of colored chalks if you can get them—mark on it every house, farm, church, school, library, and health center, your doctor's house and the district nurse's headquarters, and outline your good roads in blue, your bad

For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities.

WHITE HOUSE CONFERENCE.

ones in red. Then put on the blackboard the number of people in each house, parents and their ages, children and their ages, and the miscellaneous adults and their ages. Make beside each name a note of what he or she can contribute to the community good, so that you may know who can sing, play a musical instrument, recite, act, serve a supper, lead in games and sports, and there you have your survey complete—just by taking account of stock as is done in any business enterprise—as soon as the secretary has copied all this valuable information into the record book!

Now, what next? It has been suggested that rural units take for the years 1930-1932 three general topics, developing, one by one, the projects which arise after the study of local conditions and needs is made. They are Health, Safety, and Recreation. But do not make the mistake of

being *too* general, and therefore vague. Choose some one point of health: the Summer Round-Up of the Children; good heating and ventilation in home and school; or a hot lunch for teacher and pupils. A cafeteria is out of the question, but amazingly good results can be obtained by the use of a wash boiler or a large dishpan of boiling water on the school stove, in which to heat the preserve jars full of soup or cocoa which each child has brought from home, and the extra one, supplied in turn for Teacher, who probably cannot cook anything in her room. Begin with what *can* be done, *at once*, and work gradually toward what may be accomplished through experience in team work.

Or perhaps your greatest problem is safety. Do your children have to walk along or across highways down which motors dash at sixty miles an hour? Are grade crossings protected? Has the Safety Survey of the Congress been applied in each home, to eliminate the risks which cause such a tremendous proportion of deaths and accidents there? You know, "the most hazardous occupation in life is to be a child under five years of age."

Recreation, the wise use of leisure, is a topic all by itself—a vital concern of rural people who have so little of it and whose need of it is so great. The parent-teacher association is a wonderful experiment station for the discovery and use of local talent, if each one of you can get rid of self-consciousness and enjoy your own contribution so much that people will laugh with, and not at, you. How afraid we all are of

being laughed at! Start with a chorus, or a mouth-organ orchestra, a dramatic club for adults and older boys and girls, and when you have developed a good program, invite an exchange with your nearest neighbor-school association. Have a picnic this summer and clean up the school grounds. Have another picnic and plant evergreens and hardy shrubs from woods and roadsides, not geraniums and annuals which need water all summer when no one is near to give it to them. Nature's colors will show how shabby human nature's are, and a coat of paint inside the schoolhouse and out will probably follow. Send to the United States Office of Education, Washington, D. C., and ask for the Athletic Badge Tests for boys and girls.

Dig the jumping pit, put up the chinning bar in the school doorway and somewhere around the house at home—the boys will like to help you—and then encourage the children to work against their own records, by doing it yourselves. A Box Social will buy a framed picture or two to replace the dusty rotogravures of Lincoln and Washington and a Basket Party will secure a good

reference book—there is a marvelous one in a single volume—or a map of this world which has changed so completely in its outlines since most of you went to school.

This month *Out Among the Branches* is full of suggestions gathered from practical experience. But do not wait until you think you are ready to do what someone else has done. "Do what you *can*; it may be better than you dare to think." By all means make a beginning.



© Keystone View Company

In spite of automobiles and much-talked-about city life there are still a few boys who enjoy life on the farm.



OUT AMONG THE BRANCHES



EDITED BY BLANCHE ARTER BUHLIG
372 Normal Parkway, Chicago, Ill.

NORTH DAKOTA

The Crosby P. T. A., organized in 1927, credits some of its success to the fact that capable, tactful officers were elected and that many precautions were taken to understand the scope and possibilities of the work. The County Superintendent of Schools and the County P. T. A. president helped in the organization work. The first winter was devoted to learning P. T. A. regulations, getting everybody interested, and in drawing out members to take part in the business discussions.

A number of committees help interest people in the work: program, membership, reception, hospitality, publicity, and an efficient lunch committee. Everyone in the district attends the meetings unless illness or bad weather keeps them away. Business meetings are lively and orderly. The needs of the district are presented, discussed, voted upon, and agreeably settled.

The programs are instructive and cultural as well as entertaining. Educational affairs, current events, and anniversary dates are topics for programs. Young people and older ones are learning to express themselves in public without embarrassment, and to take an intelligent interest in community affairs.

Material things have been provided for the school, but the greatest gain has come through the better understanding between the teacher and parents, and through the association's contribution to community development.—Mrs. ROBERT M. CARSON, Cavalier.

CONNECTICUT

The King Street District P. T. A. of Danbury, began its work two years ago with a membership of 11 by securing good spring water for the school, as the children had to carry water a distance in a pail. During its second year it induced the school board to install electric lights, for which a guarantee of \$4.50 a month for four years was necessary. An electric stove and other equipment have been provided by the association so that hot lunches can be served.

One 4H Club has been started and another is contemplated.—Mrs. G. G. BRUNDAGE, R. F. D. No. 4, Danbury.

May, 1931

ARIZONA

The parent-teacher association of Woodruff accomplished an almost unbelievable task when it succeeded in getting a town well and water tank.

The association was just two years old; the town fifty-four years old. Two hundred and twelve pastoral-loving, earn-their-bread-by-the-sweat-of-their-brow sort of people had met repeated misfortune trying to keep a dam in the Colorado River to provide irrigation for the rich soil of the valley. Thirteen dams had been swept away by mountain floods. The fourteenth had been erected at a cost of \$90,000.00 and the town was feeling the relief that comes from having an adequate dam built and paid for.

During a parent-teacher meeting, just before adjournment a timid mother asked if something could not be done about a town well. Thoughts of another large debt came to mind; also, thoughts of the inadequacy of teaching children the Art of Living in a town where water was hauled in barrels. A teacher recalled that her pupils could not have five glasses of water a day to drink. The labor of boiling, cooling, and filtering drinking water, of "settling" the red river water for laundry purposes came to mind. Discussion followed. Finally the Bishop offered a subscription, then another offered to help, and another. At last it was decided to undertake the project.

The next August an abundance of water was flowing from a six-inch well drilled 69 feet through white sandstone; a 21,000 gallon tank was erected, and houses were piped. Woodruff and its children were saved from the discomforts of an inadequate water supply because the P. T. A. believed nothing was impossible that was so much needed and so fundamental in teaching the habits of right living.—Mrs. ADDIE S. PACE, Woodruff.

Scottsdale has a recently organized Mexican parent-teacher association with 18 charter members.

The Maricopa County Branch Free Library, which was established in Scottsdale by the parent-teacher association in the spring of 1930, is growing so rapidly that the association has engaged a regular librarian.—Mrs. E. A. CHATHAM, Box 174, Scottsdale.

TEXAS

The Skia-Tex P. T. A., at Borger, has overcome some of the handicaps of its peculiar location and resulting conditions. Situated in one of the largest oil fields of the Panhandle of Texas, nestled in a small valley, surrounded by oil wells, the two-room school building houses 23 pupils with one teacher who teaches the first four grades only.

The roads, built by the oil company, have not been kept up since the company moved out of the field. There is no telephone connection to make the work of association officers easier. Water for school use had to be carried by the pupils in individual containers. Hardship resulted if a container was broken, and dangerous results threatened if an accident happened, because there was no way of washing wounds clean.

The parent-teacher association, even under these conditions, has installed water in the school grounds, purchased a First Aid Kit, improved sanitary conditions, and adjusted lighting. The Summer Round-Up of last summer revealed two of the pupils with scores of 95 per cent.—MRS. HUGH CYPHER, Draw "B," Borger.

Five-In-One P. T. A., at Vernon, decreased the amount of illness among the pupils by co-operating with the county nurse.—MRS. ED. LEHMAN, R. No. 3, Box 187, Vernon.

The Fairview P. T. A., at Thrift, solves the problem of "what to do with the children while Father and Mother attend the P. T. A.," by forming the children into "P. T. A.'s" of their own, and grouping them according to their ages. The primary children are entertained with stories, but the older children's organizations are patterned after the parents' association. Instructive and entertaining programs are given, and such school questions as "The Development of School Spirit" are discussed.

Thus the Fairview P. T. A. has found not only a solution to its problem, but also an effective means of developing the abilities and talents of the pupils.—C. R. OWEN, Supt., Fairview Public Schools, Thrift.

Students cooperated with the Dennis P. T. A., in raising money for basketball suits by the sale of chickens. The association is carrying out a well organized plan to beautify and equip the school grounds.—Miss JUANITA BROCK, Dennis.

The parent-teacher association of Brady has entered into definite activity to guard the health of the children. Three hundred children in the county have been immunized against diphtheria; corrective medical attention is provided by the association in some cases; and noon lunches are given to children who otherwise would have none. Sandwiches are made at home by the mothers—a different group supplying them each week—and are sent to the school where they are distributed by the principal and the teacher, who also see that the children have milk. Business men of the town supply fresh fruit for these children.—MRS. H. M. DEATON, Brady.

Six school buses bring about 500 pupils to a consolidated school in the rural community of Megargel. The association has placed "Stop" signs on each side of the school which is located on the state highway.—Miss EVELYN OPAL BUTLER, Box 1398, Megargel.

MICHIGAN

A First Aid Kit, a dozen chairs, a stove, and other equipment for serving pupils with hot lunches, and refreshments at parent-teacher meetings have been supplied by the Cook P. T. A. at Sturgis. This association is one of seven Congress units which have organized the St. Joseph County Council.—NINA R. KROLL, No. 3, Sturgis.

WISCONSIN

The Briggsville P. T. A., with a membership of 117 for the school's 40 pupils, interested all the other organizations which included women among their members in a study class under the leadership of the Extension Department of the University of Wisconsin.

Each of the seven organizations in Briggsville appointed a representative to attend the weekly class in Home Economics held by the University teacher. This representative then returns to her own organization and gives all of its members the work she has had in class.

Three years ago, when the association was organized, the school stood on a sand bank filled with sand burrs. A five-year program of improving the school grounds was adopted and is being followed.

MASSACHUSETTS

A discussion at one of the regular meetings of the North Chelmsford P. T. A. revealed that more mothers could attend study classes if held in the evening than in the afternoon. Since then the study class has met evenings.—MRS. ELIZABETH O'DONNELL, North Chelmsford.

VIRGINIA

Pennington Gap, Virginia, with a population of 1583 had a great desire for a Home Economics department in its school. The county and the state could not finance it. The parent-teacher association, like the little red hen, said "We'll do it," and they did! With hard work and resourcefulness the association installed a Home Economics laboratory and with some help from the state and county pays the teacher.—Miss LOUISE C. BARLOW, Pennington Gap.

FLORIDA

Grown from a membership of 8 to 13 since its organization last September, the Mulat P. T. A. has cooperated with the teacher and the trustees of the school and secured a number of improvements. Many splendid pictures have been mounted and hung, and a variety of fine trees have been planted.—MRS. J. H. TINSLEY, Mulat.

(Continued on page 550)



*What makes him balk at a bath?
... Does it interrupt some interesting activity?... Is it the temperature of the water?... Or unnecessary supervision?*

*How important is her mirror?
Very important! Helps more than lectures to keep little faces clean, clothes neat, hair combed. Don't hang it too high!*



HELP...



When should he learn the handkerchief habit? Early— youngsters no older than this one can be interested in carrying their own handkerchiefs. Teach them young!



Who should answer the question "is he ready for school"? With an Am-I-ready-for-school-chart he answers that question himself.

HELP...

Who should wash Junior's hands? Junior should, of course! Once he forms the habit, his hands are clean for life—instead of only for an hour.



How high should a wash basin be? Certainly not over our heads! Shouldn't some provision, then, be made for the children (a small stool, for instance)?

HELP

for Mother and Teacher

If you are a parent or teacher, you yourself have doubtless faced the problems above. And you probably agree that they are rather important—for the habits of cleanliness, once formed by the child, become one of his most valued assets throughout life.

Two fundamental rules underlie the solution of all these questions: (1) Make cleanliness easy for the child by having towels, soap, mirrors,

brushes, etc. within easy reach of little hands. (2) Let the child assume the responsibility for his own personal appearance as early as possible.

If you have any specific questions about cleanliness in child training, feel free to call on us for help. Cleanliness Institute will be glad to help you in any way possible. Write us of your problems.

Address all letters to Dept. 2E, Cleanliness Institute, 45 East 17th St., New York, N. Y.

CLEANLINESS INSTITUTE

Established to promote public welfare by teaching the value of cleanliness

May, 1931

CHILD WELFARE

(Continued from page 548)

PENNSYLVANIA

The Sand Hill Home and School League of a one-room school in Chester County, holds an annual Farm and Home Day each fall, for the purpose of bringing together the entire rural community in an educational and social way. A large Chautauqua tent and several smaller tents house the program meetings and exhibits. The morning is given up to school athletic contests. Educational talks are given during the afternoon and evening sessions. A Baby Clinic is held and literature on the care of children is distributed. Exhibits of Girls' Canning Clubs, of school work, and of home and farm produce are shown. Since a noon cafeteria luncheon and a supper finance the Farm and Home Day, no admission is charged.—MRS. C. C. CAMPBELL, Oxford.

VERMONT

Whispering Pine P. T. A., Rochester, with thirty-one pupils in its one-room rural school, conducted a most successful Health Clinic, the parents giving the pupils the needed medical care in an appreciative way. The seven objectives of education are used for program topics.—MRS. C. E. QUILLIA, Rochester.

Middletown Springs plans to form an educational fund for the purpose of lending money to worthy graduates of the high school who wish to continue their education in institutions of higher learning. The parent-teacher association will elect some members to serve on the board of directors who will control the fund.—GRAY KNAPP, Middletown Springs.

NEW YORK

Leaders' meetings have helped solve the problems of the town of Ogden, in Monroe County. The town has eleven schools with seven parent-teacher associations: one in a village grade and high school, one in a two-room school, and five in one-room schools. The presidents of these groups meet two or three times a year to talk over local problems, to discuss state and national requirements, and to cooperate in undertakings too large for the individual groups to handle. Standards have been raised in the town, which shows that rural parent-teacher organizations can be effective in a community when they work together.—MRS. J. L. HUMPHREY, Spencerport.

School District No. 9, Barre, Orleans County, is a long rural district with a one-room school at each end, in the open country. The nearest village is six miles away. Children walk over country roads, some as far as three miles, to attend school. A parent-teacher association combines the two schools in one meeting, one month in one school, the next month in the other school.

The care of the teeth of the children has been the special health project undertaken this past year. P. T. A. members take the children to the dentist and the association bears the expense

of work which parents cannot pay for. The association earned the money to finance this project by giving a play two nights and by serving a noon meal to teachers attending a conference of teachers held in the town.

Each month some article from CHILD WELFARE is read and discussed.—MRS. FRANCIS H. BLAKE, 202 S. Main St., Albion.

Bemus Point P. T. A. observed Book Week in a novel way. Each member gave a book to the school library. A Ditto machine, or duplicator, and tables for the dining room were also given to the school.

To enable the graduating class to earn money to take the yearly trip to Washington, D. C., the association permits the class to serve the noon lunches.—MRS. W. A. SLATER, Bemus Point.

MISSOURI

A teacher reports that the Big Oak P. T. A., located in a rural community three miles west of Trenton, is doing good work. Monthly meetings are held and CHILD WELFARE supplies excellent program material.—RUTH McKEEN, R. No. 5, Trenton.

Clay County Council of Parent-Teacher Associations adopted as its objective, "Give every Clay County child an equal opportunity for a sound body." A health committee solicited and received the cooperation of the County Medical Society and the press; it also traveled over 1000 miles explaining at meetings of teachers, at schools, churches, etc., just how to give every child this opportunity.

In the fall of 1931 three Chest Clinics were held, with the cooperation of the Missouri Tuberculosis Association. Adults and children were examined. A follow-up was held two months later and proved that the clinics had been most valuable.

During March a free Eye Clinic was held. A state nurse spent two weeks in the county. Plans are under way to secure a full time nursing service by September 1, 1931.—MRS. GRACE A. HEPLER, Chairman, Clay County Health Unit.

GEORGIA

Reed Creek P. T. A. claims to have introduced into Georgia the idea of a "Cotton Patch," the proceeds of which are used for school purposes. Other schools in Hart County have accepted the idea. Fathers, mothers, teachers, and pupils help work the patches and pick cotton. Reed Creek P. T. A. has used the money for a lighting system, water works, and other much needed equipment.—MRS. NELL NICHOLS, Hartwell.

ALICE BIRNEY GAVEL

The Symbol of an Ideal

An attractive and useful possession for any association. Made from wood of the tree under which Mrs. Birney played as a child. Bound with a silver band, which may be engraved.

\$5.00 each; engraving extra, 3c. a letter

Order from MRS. WILLIAM KINGDON
1102 Springdale Road, N. E. Atlanta, Georgia

CALIFORNIA

"Although only two years old I've helped overcome some of the unfortunate atmosphere that formerly was created at times by a lack of understanding between the parents and the teachers.

"Each fall I welcome the teachers and help make them feel at home, a part of the community. In turn the teachers and the parents make me strong by regular attendance at my monthly meetings, by reading *CHILD WELFARE*, and by using the best Congress methods in administering my affairs.

"Nearly half of the children in my school are Indian. Their parents pay little attention to me, I am sorry to say, but I help supply the children with clothing and books, whenever needed, for I was created in the interests of all the children of all the people.

"Although my span of life has been very brief, I have learned that much happiness comes from actively working to meet the challenge of childhood and to give every child an opportunity to develop to the utmost." *Autobiography of the South Forks P. T. A.*—MRS. H. HAND, Weldon.

At the Founders Day meeting of the Sunol Glen P. T. A., Alameda County, Mrs. E. Apperson, a sister-in-law of Mrs. Phæbe Apperson Hearst, presented a picture of Mrs. Hearst to the parent-teacher association.—MRS. H. A. JOHNSON, Sunol.

ARKANSAS

Arkansas parent-teacher associations were actively aiding victims of the drought area before even the Red Cross began its work in the state, according to the Arkansas Congress president, Mrs. L. D. Reagan.

The Union County Council was organized one year ago with the objective, "A Congress unit in each of the 36 schools in the County." To date there are 27.

The Council's first undertaking was a health project. A survey of physical and financial conditions in each school district, when school opened last fall, enabled the Council to meet the needs intelligently. In some schools soup is served at noon, the soup being made at the homes of members who take turns doing the work. Canned vegetables are added to the soup stock. Some schools have milk stations, in others, where there is a Home Economics class, the association provides the food which is prepared and served by the girls in the classes.

This Council, with the Council from the city of Eldorado, held a school of instruction last October, and a Parent Education Conference in January with representatives from 5 counties and 30 associations heard Dr. Ada Hart Arlitt, chairman of the National Committee on Parent Education.—MRS. OLAN MORGAN, 347 W. Oak Street, Eldorado.

Forty men members of the Hermitage P. T. A. who could not finance school and school-ground improvements worked on Saturday, grading the

grounds, making walks and flower beds, planting, and making needed repairs. School buses picked up those who lived at a distance. Trucks, wagons, and tools were supplied. The Mayor brought his grading machine. The women served a noon dinner without charge.

The men volunteered to work another day provided it came before they were busy with their own crops. The P. T. A. initials have come to mean "Pull Together Always" in Hermitage.—MRS. D. W. CLEMENT, Hermitage.

SOUTH DAKOTA

District 6, of the South Dakota Congress of Parents and Teachers, is being organized on the plan—"Every Congress Unit help Another Congress Unit." Under the direction of the district president, the older units help organize new associations and guide them through the first year's work, thus assuring a more effective organization and securing 100 points toward the "Superior" rating for themselves. Transportation, music, and a speaker are provided by the older unit for the organization work.

The Wakonda P. T. A., now a "Standard" association, is striving to become a "Superior" organization. This unit excels in publicity work; its book was rated second best in the entire state. It also publishes an annual "Progress" page in the local paper.—MRS. R. A. KRAFT, Sioux Falls.

ILLINOIS

Men members of the East Maine Public School P. T. A., Des Plaines—a rural two-room school—provided an attractive place in which the school children may eat their lunches. They cleaned and painted the school basement and installed tables and benches.

A growing interest in the association, which now numbers 40 members, and in the school is very evident.—MISS MABEL STEIL, R. F. D. No. 2, Des Plaines.

Raising the school standards and overcoming discouragement and the loss of the school by fire are two of the effects of the parent-teacher association spirit prevailing in the Noble School district of Morrisonville.

The school which in 1867 was built on stilts to "keep its feet out of the mud," was destroyed by fire in 1910. A school conforming to the requirements of the State Department of Public Instruction as a "Standard" school was built. With the help of the County Superintendent of Schools, in 1927 a parent-teacher association was organized. After contact was made with the State and National Congress the association began to function adequately, and in 1927 a "Superior" one-room school was built. Women, with babies, washed paint-splashed windows, mopped floors, made and hung curtains, dug and planted flower beds.

The interest and enthusiasm of this association spread to other school districts and shortly it was possible to organize a Christian County Council.

Alas! In October, 1930, fire again destroyed the Noble School. School was started in a private home and the suggestion was made to abandon the parent-teacher association for a time. But the indomitable Congress spirit was too thoroughly implanted in the leaders. Meetings were held in private homes, with a study class meeting every two weeks.

In February, 1931, another "Superior" one-room school rose on the site of the old building, larger and more modern than the other. An electric light system, a ventilating system, hardwood floors, indoor toilets, and a fine library are provided. In the basement are built-in cabinets, a sink, and other equipment for serving lunches and association refreshments.

A willing community, inspired by an active parent-teacher association, has helped hasten educational progress in the Noble School.—Mrs. H. L. CLOWER, Morrisonville.

OKLAHOMA

The Gowen P. T. A., located in a former mining town, has helped raise the school to Superior Model standing in the state and to accredited rating. A study class under the direction of a field representative of the State Department of Instruction meets regularly. Electric lights, a radio, a cable fence, and other much needed school equipment have been provided for the school. A Summer Round-Up campaign is planned for the coming summer.—Mrs. J. E. DELIGANS, Gowen.

Myrtle School, district 24, at Hennessey, finds its men members much interested in all activities, especially the study classes which are held each month in addition to the regular monthly meetings.—Miss NOLA LIZAR, Hennessey.

HE WANTS HIS MOTHER

BY AGNES CARR

Dad is fine when a feller's well,
To play ball with, and shout;
Jim is great for mending things
Or for a boxing bout.
But when a feller's feeling sick,
He doesn't want his brother,
He doesn't even want his dad—
He wants his mother!

For mother's gentle hand is cool
On throbbing, fevered head;
And mother knows the finest way
To fix a fellow's bed;
And mother cooks the nicest things
A feller likes to eat;
Her smile is always kindest and
Her voice is always sweet.

Dad is fine when a feller's well,
I like to walk with him;
And brothers come in handy
When they're as nice as Jim.
But somehow when a feller's sick,
There isn't any other
Will please him as this someone can—
He wants his mother!



Carlisle P. T. A. near Eddy, Kane County, Oklahoma, boasts of being the only Congress unit in the state whose officers are all men. Reading from left to right: Mr. F. M. Bratcher, Secretary-Treasurer and Publicity Chairman; Mr. O. P. Norman, Vice-President and Membership Chairman; and Mr. John Linton, President. Every one of the association's twenty members enjoys reading CHILD WELFARE.

The World Federation of Education Associations *and the* International Federation of Home and School

Denver, Colorado, July 27 to August 1, 1931

The World Federation of Education Associations will meet in this country for the first time since the world movement was inaugurated at Oakland, California, in 1923. The International Federation of Home and School, which conducts Section I, on HOME AND SCHOOL, in this important convention, will hold three full sessions, and one joint session with the Health Section. The tentative program is as follows:

Monday, July 27—9 A. M. Registration in the Section

Opening address: COOPERATION ON A BASIS OF COMMON OBJECTIVES

Mrs. A. H. Reeve, Chairman; President, International Federation of Home and School

Topic: THE HOME AND SCHOOL MOVEMENT AROUND THE WORLD

Reported by delegates

Open Discussion of Methods and Problems

Monday, July 27—2 P. M. Joint Session with the Health Section

Introduction: THE HOME AND THE SCHOOL HEALTH PROGRAM

Dr. Thomas D. Wood, Columbia University, Chairman

Address: THE RESPONSIBILITY OF THE HOME—Speaker to be announced

Address: THE OPPORTUNITY OF THE SCHOOL—Speaker to be announced

Discussion

Wednesday, July 29—9 A. M. Topic: MENTAL DEVELOPMENT

A. Nursery School and Kindergarten Age

B. Elementary School Age

C. Secondary School Age

Discussion

Friday, July 31—9 A. M. Topic: SOCIAL ADJUSTMENT in:

A. The Home

B. The School

C. The Community

The International Federation of Home and School will also hold its biennial business meeting for the election of officers, amendment of by-laws, reports of committees, and transaction of other necessary business. Date to be announced.

Coming in June

CHILDREN AND THE MOVIES

Rebecca Stanley Platt

STUPID

(A story of a hard of hearing boy)

Annie Rogers Knowlton

A COMMUNITY VACATION PROJECT

FOR BOYS

Roscoe Pulliam

MENTAL QUIRKS AND PHYSICAL ILLS

Rachel Ash

MENTAL HYGIENE

EACH month on this page will appear suggestions about the mental hygiene aspects of child training. Their publication here constitutes part of the official program of the Committee on Mental Hygiene of the National Congress of Parents and Teachers. Dr. George K. Pratt, New York City, is Chairman of the Committee.

The suggestions are brief, pithy and practical. Please note that this page on which they regularly appear is perforated at the side. Tear it out each month and pin it to the wall of the kitchen or bedroom for ready reference. At the end of the year you will have a set of leaflets helpful to you when troubled about dealing sensibly with many children's problems.

DO I CAUSE MY CHILD TO BE NERVOUS?

By: Being nervous myself?

Telling him about it so I may have his sympathy?

Constantly reminding him how nervous he is?

Telling other people in his presence how nervous and queer and odd he is?

Worrying over his health and habits?

Worrying him with my worries over him?

Coddling him physically and mentally?

Denying him independence of thought and action?

Expecting too much from him and driving him all the time?

If You Think Your Child Is Nervous, First Be Sure of Yourself.

FROM early infancy some children are "nervous." They are fussy, irritable babies; delicate, sensitive, easily upset children; they become easily flustered, excitable adults. Such children demand the utmost in placidity and patience from their parents.

MOST "nervous" children are, however, the product of the management given them. Their parents do some or all of the things listed above. Nervous parents expect, and so cause, nervous children. They constantly remind the child of this. In their own nervousness they set an example, and it usually is imitated. They communicate their worries to the child, who increases them many fold. They cannot permit the child to lead a life of his own, and either push him to the extreme limit, or do all the thinking for him.

CULTIVATE calmness. Do not fuss at the child. Give him peace; an opportunity to do things and learn for himself. Use your common sense; recall your own childhood; be patient and kind. Settle your worries in some other way than by passing them on to the child. Know your child; his interests and capacities; his weaknesses and strong points. Above all, be yourself as calm and peaceful as you can. If you have any of the habits or attitudes listed above, change them.

From *Points on Child Behavior*, by Lawson G. Lowrey, M. D., published by the National Committee for Mental Hygiene, 370 Seventh Avenue, New York City

THE WISE USE OF LEISURE

Playground Gardens in Cedar Rapids

BY ESTHER LEIGHTON SMITH

For five years Mrs. Smith has been the director of our Playground Gardens in Cedar Rapids, and to her is due very largely the credit for their rapid growth. In 1926 the enrollment was 300; in 1930 it was 1,531. We have found this project to be one of the best we have ever undertaken in children's play life, and it has the advantage of fitting into any community in the state.—Willard Hayes, Superintendent of Recreation, Cedar Rapids, Iowa.

RECENTLY someone said to me, "This is the children's age," and as we observe the many programs for child study we realize the truth of the statement.

Among the various means used in child development is the art of gardening. No activity brings to the child and to the adult more enjoyment than the privilege of contact with plant life. Physical and mental training are obtained in the preparation of the soil and the planting of seed, in cultivating and protecting the plant during its period of growth until it finally reaches the climax in the complete and perfect flower, fruit, or vegetable, which is the child's to enjoy and use.

To the boy and girl interested in their garden, "magic" is the word to use in describing the change from the seed to the fulfillment, and yet they learn there is a reason back of every-

thing done in gardening, and that educational fact is a stimulus toward more efficient work.

Our interest in gardening for boys and girls is increased each year as we realize the pleasure manifested by them, and as year by year the enrollment grows larger.

Gardening knows no creed, race, or color. Community spirit, that great foe of intolerance, is developed. From the time when the first gardener is enrolled—through the



© Ewing Galloway

A city park where children learn from their tiny plots how to grow vegetables and flowers

planting season, the cultivating and harvesting period—boys and girls of all nationalities work side by side in the community gardens.

Our gardening activity in Cedar Rapids is divided into two departments, the community garden where from 25 to 75 boys and girls have a garden plot, and the home garden where the child cultivates his plot at the parental home. We visit our community gardens once each week for cultivation and inspection, and the home gardens frequently during the summer. Each gardener receives a grade mark each week.

Industrial and business training are given and turned to account by many children who sell their flowers and vegetables or use them at home. Garden books, in which are recorded expenses, dates of planting and harvesting, amounts sold or used at home, and profits, are encouraged. The proper care of tools, avoidance of waste, and conservation of all resources are insisted upon.

Projects are included in a series of lessons which are varied each year to satisfy the interest of those who continue gardening. The word "science" makes its own appeal to the average child, and these lessons inculcate the scientific attitude. He learns some of the mysteries of insect life; which species are harmful or useful to the life and

development of the plant; how the sunshine, clouds, rain, air, soil, and the birds are the gardeners' helpers. He learns also some of the chemical elements which are valuable in the development of plants.

Appreciation of the beauty of nature is brought to the children both in real life and in paintings. Poems of nature relating principally to gardens are used and enjoyed.

The spirit of service—the desire to help someone less fortunate—finds expression in gifts of flowers and vegetables to some of the relief organizations of the city.

Boys and girls receive credit in a number of organizations for excellent work done in their gardens.

Our annual garden exhibit is the climax of the garden season. Hundreds of exhibits, both flowers and vegetables, are entered, and many prizes are awarded, sponsored by the Nature and Garden department of the Woman's Club. Through the kindness of professional local judges these



© H. Armstrong Roberts


"Loves me, loves me not!"

awards are conferred.

To the boy and girl living in the city where home garden space is frequently prohibitive such an activity as this is invaluable, and there are many vacant lots which can be utilized in this way to the pleasure and profit of the children and the greater beauty of the city.

THE treatment of the child's difficulties requires the cooperation of all who know him. There is implied a recognition that it is only in the example of sincere living in the family that the child finds the dynamic impulse for the development of his own life standards.—AMERICAN CHILD HEALTH ASSOCIATION.

More Music at Home

 HOW me a home wherein music dwells," said Longfellow, "and I shall show you a happy, peaceful, and contented home." Music Week may be used as a stimulus toward more making of music in the home by family and friends, with results such as Longfellow has outlined.

1. *Home Singing.* A delightful form of home music is that of singing around the family piano or organ or to the accompaniment of smaller instruments.

2. *Instrumental Groups.* Family instrumental ensembles may be organized with the aid of new material, such as a series entitled "Instrumental Quartet Repertoire." This edition provides an elastic, interchangeable repertoire for various combinations of orchestra and band instruments. Many of the numbers are arrangements of familiar community songs, thus providing for a linking up of the home singing with the instrumental group. Other editions that might be used for similar merging of voices and instruments are the Complete Instrumentation of the "Golden Book of Favorite Songs," and the "Laurel Band Book."

3. *Learning New Instruments.* Music Week may be the occasion for the "début" in the home of some member of the family as the player of an instrument which he has never played before, or of one who has never played any instrument.

4. *Radio.* Home music making may be combined with listening to good music over the radio by inviting in the neighbors for a "music hour in the home." In other words, the host will tune out from the radio when some non-musical feature is scheduled.

5. *Phonograph.* The above suggestion applies equally to the talking machine, with the additional advantage that the household may have entire choice as to the music that they wish to hear mechanically produced. Interchange of records among families in a neighborhood may be utilized to build up special phonograph programs.

6. *Toy Symphony.* Try a rhythm orchestra, with regular toy symphony instruments and possibly with some improvised from the household.

7. *Condition of the Instruments.* Celebrate Music Week by putting the family musical instruments in good condition.

8. *Parents and Music Study.* Linking of home and school music during Music Week makes parents better acquainted with the music study of their children and helps them to prepare young children for school music work.—From "Home Night in National Music Week."

ACCORDING to an interview quoted in *Public Opinion*, London, England, Lindbergh said: "I came to the conclusion that if I knew the difference between the right way to do a thing and the wrong way to do it, it was up to me to train myself to do the right thing at all times. So I drew up a list of character factors.

"I checked myself daily and compared my record from month to month and year to year. I was glad to notice an improvement as I grew older." The list was:

Altruism	No argument
Ambition	No faultfinding
Brevity in speech	No sarcasm
Calmness in temper	No talking about others
Cheerfulness	No talking too much
Clean body	Optimism
Clean conduct	Patience
Clean speech	Perseverance
Clean thought	Physical exercise
Concentration	Pleasant voice
Courage	Politeness
Courtesy	Punctuality
Decisiveness	Readiness to com-
Determination	promise
Economy	Recreation—"Manful
Energy	not sinful"
Enthusiasm	Respect fellowmen
Faith	Respect superiors
Firmness	Reverence (Divine)
Gracefulness	Country
Honesty	Home and family
Hopefulness	Parents
Industry	Self-confidence
Initiative	Self-control
Judgment	Self-esteem
Justice	Sense of humor
Love toward all	Sincerity
Loyalty	Sleep and rest
Moderateness	Sympathy
Modesty	Tact
Neat appearance	Thoroughness
	Unselfishness

Hot Springs

May 3-7

HOT SPRINGS NATIONAL PARK, Arkansas, where the Annual Convention of the National Congress of Parents and Teachers is to be held, May 3-7, is owned and controlled by the United States Government. It is called "The Nation's Health and Pleasure Resort" and was set aside by Congress for the people of the United States in 1832. It is the only national park which lies within the heart of a growing city.

The history of Hot Springs, gathered from early Indian tradition, authentic reports from Spanish and French explorers, and statements from our earliest pioneers, is full of romantic interest. The account of De Biedma, who accompanied De Soto on his long march across the continent, clearly proves that the famous springs were visited by De Soto in 1541.

The city of Hot Springs takes its name from the 47 thermal springs which flow from the base of Hot Springs mountain. The daily flow from these springs is nearly one million gallons of boiling radio-active waters. "Bath House Row," sometimes called "The Main Street of Health," has the distinction of being the only promenade of its kind in the world.

Convention Features

ON Friday, May Day, a short pageant and Maypole dance will be given by the children of Hot Springs schools on the



"The Main Street of Health"

beautiful parkway in front of the headquarters hotel.

On Saturday evening, May 2, all state presidents will be guests of the hostess state at dinner. On the same evening the hostess state will entertain all national chairmen at dinner.

On Sunday, May 3, Dr. Paul Quillian, of Little Rock, Arkansas, will give the address at the 8 o'clock service.

On Tuesday morning, May 5, there will be a special breakfast for men members of the National Board of Managers. This new feature in the Congress convention has been arranged by the Arkansas Congress. The State Superintendent of Schools of Arkansas, who is a member of the National Board, will be host at this breakfast, and will have as his guests some of the prominent educators of the state.

On Wednesday evening, May 6, the National Chorus of Mothersingers will be heard at the general session. The Convention Committee, working in cooperation with the chairman of the National Committee on Music, will provide for the convention special musical numbers including negro spirituals and southern melodies.



Exhibits National Congress Convention

THE Challenge of the Children's Charter, the theme of the convention, will be the basis of the exhibits this year. The four sections of the exhibits will show how the aims set forth in the Children's Charter may be made an integral part of the work of every parent-teacher association in this country during the coming year. The four sections are here explained:

SECTION A—Meeting the Challenge of the Children's Charter through the Congress Departments and Standing Committees

The subjects of the Congress Standing Committees and the Seven Objectives of Education, in relation to the Children's Charter, will be featured in this section. Publications which will aid in planning parent-teacher programs and committee activities, and which will help parents in meeting the needs of their children, will be displayed.

SECTION B—Helps from National Committees-at-Large and the National Headquarters

This section will include exhibits of the CHILD WELFARE MAGAZINE, Congress publications, Founders Day, Parent Education, Program Service, Summer Round-Up, Parent-Teacher Courses, Publicity, Membership, Field Service, and other phases of Congress work.

SECTION C—State Branches, Councils, Local Units

Procedure books will set forth the work of state branches, county and city councils, and the several types of local Congress units including preschool, high school and college groups.

SECTION D—Local Headquarters for Congress Parent-Teacher Associations

This will be a new feature of unusual interest. A room will be fitted up to show how parent-teacher associations are assembling and displaying Congress publications and other material of outstanding importance for use in planning programs and activities, and to meet the needs of individual parents.

Information Booth

Questions about the exhibits will be answered at the information booth. Lists of publications and many valuable publications of national agencies will be distributed free. The publications of service agencies may be examined at the booth. Suggestions for increasing the service of National Exhibits will be welcomed at the Information Booth.

May, 1931

★ Neither you nor your CHILDREN

should come
to the table



too tired
to eat

When "worn out,"
take a few minutes to
rest and to eat or drink
something sweet an
hour before your meal.
The sugar will help
overcome fatigue.

If you eat a meal—especially supper—in a state of exhaustion, digestive disturbances invariably result. The stomach is "too tired" to do its work.

You can prevent this situation by resting a few moments and eating or drinking something sweet one or two hours before the meal. A snack for an adult might be a small cake, piece of candy or carbonated beverage. For the tired child, a flavored milk drink.

Nourishment of this sort quickly refreshes the entire body and makes it possible for the digestive system to function properly when it receives the full meal later. The Sugar Institute, 129 Front Street, New York.

☛ "Good food promotes good health"



MOTION PICTURES

By ELIZABETH K. KERNS

Associate Chairman, National Committee on Motion Pictures

Bachelor Apartment—Lowell Sherman-Irene Dunne. Radio Pictures, 7 Reels. Story by J. Howard Lawson. Directed by Lowell Sherman.

A sophisticated and clever comedy of a business man whose interest in women is greater than his devotion to business. He keeps an expensive apartment for entertaining. He engages a secretary who understands him and his ways. Interesting events follow.

Adults—perhaps. 14 to 18, no. Under 14, no.

Bad Sister—Conrad Nagel-Sidney Fox. Universal, 6 Reels. From Booth Tarkington's story "The Flirt." Directed by Hobart Henley.

Story of two sisters, one self-centered and selfish pushing her sister into the background and the other—well, the picture tells it beautifully.

Parents—good. 14 to 18, interesting. Under 14, harmless.

Be Big—Stan Laurel-Oliver Hardy. Metro-Goldwyn-Mayer, 2 Reels.

A holiday in Atlantic City with the wives is interfered with by a telephone invitation to the Hunt Club. Feigning illness the boys unselfishly persuade the wives to go to the shore without them, but the plans of both are wrecked. Much fun and nonsense.

Adults—amusing. 14 to 18, funny. Under 14, very funny.

Behind Office Doors—Robert Ames-Mary Astor. Radio Pictures, 6 Reels. From story "Private Secretary," by A. B. Schultze. Directed by Melville Brown.

Big business in which a young salesman steps into the shoes of the boss and becomes engaged to the boss's daughter. The capable office secretary is too efficient and attractive to suit the bride to be, so changes are in order. A few lessons are taught all around and the ending is satisfactory to, at least, two in the drama.

Adults—interesting. 14 to 18, fair. Under 14, no.

Captain Applejack—John Halliday-Mary Brian. Warner Bros., 6 Reels. From play by Walter Hackett. Directed by Hobart Henley.

A quiet English gentleman becomes tired of his humdrum existence and longs for romance and adventure. In the midst of a storm an unknown woman seeks his protection and adventure comes thick and fast into his castle. It is a refreshing and out of the ordinary run of film fare and is good for the entire family.

Adults—entertaining. 14 to 18, good. Under 14, good.

Charlie Chan Carries On—Warner Oland-Marguerite Churchill. Fox, 7 Reels. From Saturday Evening Post story by Earl Derr Biggers. Directed by Hamilton MacFadden.

On a tour around the world a group of Americans are shocked on their first morning in London to find one of their number mysteriously murdered. Others meet the same fate. A Chinese detective finally solves the mystery. Tense and thrilling melodrama.

Adults—gripping. 14 to 18, perhaps. Under 14, no.

A Connecticut Yankee—Will Rogers-Myrna Loy. Fox, 9 Reels. From the story of same name by Mark Twain. Directed by David Butler.

Mark Twain's story brought up to date with aeroplanes, autos, machine guns and radios. A good cure for the "blues." Rogers funnier than ever.

Adults—very amusing. 14 to 18, very amusing. Under 14, very funny.

Desert Vengeance—Buck Jones-Barbara Bedford. Columbia, 6 Reels. Story by Stuart Anthony. Directed by Louis King.

Beautiful scenery well photographed. Buck Jones playing the part of a bandit "busts" his enemies and wins the girl.

Adults—perhaps. 14 to 18, yes. Under 14, yes.

Don't Bet on Women—Edmund Lowe-Jeanette MacDonald. Fox, 6 Reels. From story "All Women Are Bad," by W. A. McGuire. Directed by William K. Howard.

A sophisticated comedy of married life centering around a bet. The dialogue is racy. The picture will probably amuse some and offend others.

Adults—perhaps. 14 to 18, no. Under 14, no.

Father's Son—Leon Janney-Irene Rich. First National, 6 Reels. From novel "Old Fathers and Young Sons," by Booth Tarkington. Directed by Wm. Beaudine.

A father immersed in business is hard and unsympathetic towards his young son. Mother and son leave as she cannot stand the treatment the boy receives. The father misses them and his loneliness drives him to ask them to return. His eyes are opened and he endeavors to adjust himself when he finds the family doctor has the boy's confidence and good will.

Adults—good. 14 to 18, good. Under 14, good.

Gentleman's Fate—John Gilbert-Louis Wolheim. Metro-Goldwyn-Mayer, 6 Reels. Story by Ursula Parrott. Directed by Mervin Le Roy.

Educated and brought up as an orphan with plenty of money, Jack Gilbert (Giacomo) finds he is the son of a racketeer Italian and also has an older brother. Circumstances force him to throw his lot with his family and he becomes partner in the rum running business with his brother, although his whole nature revolts and eventually he meets "a gentleman's fate." Gilbert and Wolheim do very good work. The picture is above the average "gangster" film. There is considerable rum running, shooting and drinking pictured.

Adults—matter of taste. 14 to 18, not recommended. Under 14, no.

Honor Among Lovers—Claudette Colbert-FredERIC March. Paramount, 7 Reels. Directed by Dorothy Arzner.

A smoothly running sophisticated drama handled with intelligence and skill. Again the sex angle. Charming and efficient secretary, wealthy and attractive employer devoted to bachelorhood proposes a trip abroad. Secretary hastily marries a younger and poorer man. He proves unworthy and the film ends with the trip abroad looking quite probable and legitimate.

Adults—interesting. 14 to 18, no. Under 14, no.

It's a Wise Child—Marion Davies-James Gleeson. Metro-Goldwyn-Mayer, 7 Reels. From play of same name. Directed by Robert Z. Leonard.

A risqué comedy, the theme of which, though handled with discretion, will be offensive to many patrons.

Adults—matter of taste. 14 to 18, no. Under 14, no.

June Moon—Jack Oakie-Frances Dee. Paramount, 6 Reels. From play by Ring Lardner and G. S. Kaufman. Directed by A. Edward Sutherland.

Oakie, a song writer, struggling for recognition, goes to New York and falls into the hands of a gold digger. His money begins to go and he tells his story to the music publisher who buys the song so Oakie can marry the gold digger.

who is his former sweetheart with whom he is through. Oakie finds out about the girl and the engagement is broken. He goes back to his former sweetheart, marries her and returns to his home town. It is a poor effort with some quite suggestive lines.

Adults—hardly. 14 to 18, no. Under 14, no.

Kiki—Mary Pickford-Reginald Denny. United Artists, 8 Reels. From the play "Kiki" by David Belasco. Directed by Sam Taylor.

Mary Pickford in an entirely new kind of rôle, that of a little French gamin, who as a girl in the chorus sets out to win the love of the manager. Her madcap pranks and acrobatic feats are quite marvelous for one of her years. Dialogue at times risqué.

Adults—matter of taste. 14 to 18, no. Under 14, no.

The Last Parade—Jack Holt-Tom Moore. Columbia, 7 Reels. From story by Casey Robinson. Directed by Roy Del Ruth.

Story of two buddies who go to war. On their return the policeman is welcomed back to his job, but the reporter who thrills with pride at his name on the bronze tablet of honor on the newspaper building, feels very differently when his reception is curt and no job in the offing. He slips down and down, eventually becoming a gangster, then rises to affluence as the owner of a night club. The story in gangland deals with rival rum running factions and vengeance vowed against a young smart reporter, the brother of the girl Holt loves. It is tense, swift moving, well acted drama, one of the best of its kind.

Adults—matter of taste. 14 to 18, no. Under 14, no.

The Millionaire—George Arliss-Evelyn Knapp. Warner Bros., 8 Reels. Story by Earl Derr Biggers. Dialogue by Booth Tarkington. Directed by John Adolph.

Story of a millionaire who retires from business on account of ill health. Tired of the bottle and pill method of regaining his health he returns to the business game, regains his health, his interest in life, and has a good time generally. It is about everything one could ask for in a movie!

Adults—excellent. 14 to 18, excellent. Under 14, no.

Mother's Millions—May Robson-James Hall. Liberty Pictures, 6 Reels. From stage play by Howard McK. Barnes. Directed by James Flood.

An elderly woman who covers her human qualities with a crabbed exterior eventually shows her true self to her family and employees. Miss Robson gives an excellent performance. The supporting cast is good and the picture is entertaining.

Adults—entertaining. 14 to 18, entertaining. Under 14, yes.

My Past—Bebe Daniels-Ben Lyon. Warner Bros., 6 Reels. Based on novel "Ex Mistress." Directed by Roy Del Ruth.

Sex picture made and advertised to catch the box office. It proved poor material at that even though good names were in the cast.

Adults—probably offensive. 14 to 18, no. Under 14, no.

The Naughty Flirt—Alice White-Paul Page. First National, 6 Reels. Directed by Ed. Cline.

Trashy, absurd and cheap story of a flapper who does everything she should not do and tries to look cute and innocent when her father blusters. After many highly improbable incidents she marries a rising young lawyer.

Adults—absurd. 14 to 18, trash. Under 14, no.

Perfect Alibi—Robert Loraine-Dorothy Boyd. Radio Pictures, 7 Reels. Story by A. A. Milne. Directed by Basil Dean.

A rather unusual mystery film, in which the murder of a police commissioner is made to look like a case of suicide. It is solved by the commissioner's nephew and his ward, a young girl. One of the best films to date from England.

Adults—very interesting. 14 to 18, interesting. Under 14, hardly.

Red Fork Range—Wally Wales-Ruth Mix. National Players Ltd., 5 Reels. Story by Henry Taylor. Directed by Alvin J. Neitz.

Western with lots of action. Indian fighting and clever riding and driving. Good outdoor photography.

Adults—uninteresting. 14 to 18, good. Under 14, exciting.

Skippy—Jack Cooper-Mitzi Green. Paramount, 9 Reels. From the comic strip by Percy Crosby. Directed by Norman Taurog.

Enjoyment for everyone in the laughter and tears of the young adventurers.

Adults—amusing. 14 to 18, very funny. Under 14, very funny.

Strangers May Kiss—Norma Shearer-Robt. Montgomery. Metro-Goldwyn-Mayer, 7 Reels. Adapted from story by Ursula Parrott. Directed by Geo. Fitzmaurice.

Miss Shearer in the rôle of female philanderer with decided views on sex freedom in which she indulges. Good cast, photography and direction, plus beautiful Parisian gowns worn by the star, and smart dialogue make a clever drama for those who like ultra sophisticated fare.

Adults—a matter of taste. 14 to 18, harmful. Under 14, no.

Tabu—Acted by South Sea Natives. Paramount, 7 Reels. Written and directed by Frederick W. Murnau and Robt. Flaherty.

Appealing and lovely, a tragic drama in the Polynesian Islands. Musical treatment superlatively well done.

Adults—excellent. 14 to 18, excellent. Under 14, excellent.

Ten Cents a Dance—Barbara Stanwyck-Monroe Owsley. Columbia, 6 Reels. Based on song "Ten Cents a Dance." Directed by Lionel Barrymore.

Troubles and worries of a night club hostess who marries the poor but honest man she loves although a wealthy suitor is much in love with her. Barbara Stanwyck is the victim of a poor cheap story with an unwholesome sex angle.

Adults—hardly. 14 to 18, no. Under 14, no.

Unfaithful—Ruth Chatterton-Paul Cavanagh. Paramount, 7 Reels. Story by John Van Druten. Directed by John Cromwell.

A story of unfaithfulness in which the heroine, Miss Chatterton, allows herself to be compromised so that her brother will not know of his wife's indiscretions with the heroine's husband. Miss Chatterton's performance is as usual outstanding and the cast good. The "whoopie" scenes are cheap and absurd.

Adults—interesting. 14 to 18, no. Under 14, no.

Wild West Whoopie—Jack Perrin. Asso. Film Exchanges, 4 Reels. Story written and directed by Robt. J. Horner.

Not more than fair Western with Starlight a very beautiful horse contributing to the best in the picture.

Adults—uninteresting. 14 to 18, fair. Under 14, fair.

The Story Hour for Children

The Beautiful Plain Woman of New Orleans*

IN a poor place in the city of New Orleans a child was crying. She was a plain child; her face was not pretty, and her square little body was not beautiful. Margaret had lost all that was dearest in life: she had neither father nor mother. But good fortune brought to her a kind woman, who was to take the little grieving heart into her home. Nowadays, if a visitor to that old city asks, "Who was Margaret Haughery?" some child is sure to answer, "Our Margaret is the patron saint of orphans. She has a statue."

In a small park stands a white marble statue with the name MARGARET carved across the pedestal. Simply MARGARET—that is all. This one word was quite enough to

honor the memory of the poor, plain woman who was, after all, truly beautiful because of her great heart, and truly rich because of her many friends.

The young girl never forgot the kindness of the foster mother who sheltered her until she was old enough to have a home of her own. Soon after Margaret Haughery married her husband died, leaving her alone with their dear child. But this baby, too, was not to be hers for very long, and one day Margaret found herself without either husband or child.

She went to work in a laundry, where her mind turned away from herself and her own loneliness. She thought of other orphan children who needed help as greatly as she had when she was a little girl. And she thought of her own dear baby and saw its smile on the faces of all the children she met—the children of the rich and the poor alike.



Statue erected to Margaret Haughery in New Orleans

* From *High and Far*, Book II, "Atlantic Readers." Copyright, 1926, by Little, Brown and Company, Boston. "The Story Hour for Children" is edited by Dr. Randall J. Condon.

Throughout her life her first concern was for the orphaned children of her city. Her heart found room for their wants, no matter what their race or their religion. She threw her whole self into daily labor for their sake; they were the world for which she lived. From her small savings she gave to these helpless children, never heeding how hard her days might be, if only she could relieve their suffering. In time Margaret came to have charge of the dairy in an orphan asylum of the Sisters of Charity, which she helped to found, and after a while she became manager of a dairy of her own. She would go through the streets of New Orleans with her delivery cart, and often, when she left milk with her wealthy customers, she would receive food for her orphans.

As her business grew, every cent she could possibly spare was given to the many whom she called her children. Finally she was able to own a large bakery, and instead of being the poor Margaret Haughery, she became one of the rich women of the city. And with the fortune that came to her from her loaves she cared for motherless and fatherless children, sharing her all. Someone asked her why she did not buy herself a fine gown. "How can I," she replied, "with so much suffering in the world?" And in her old shawl, with her brown loaves, she went her own way.

Although she was without education, this plain woman was able to teach the world that people who do not have wealth may start forth to help others. She made no show of her giving; this was her happiness, and why should she care for fame, if her children were provided for?

When Margaret's beautiful life came to a close, thousands of people, young and old, rich and poor, of many nationalities and beliefs, were deeply saddened. And in grateful recognition of her noble way of living, her many friends erected the monument that stands in front of one of the orphan asylums—the first statue ever erected in the United States to a woman. There, in a straight chair, sits the figure of this mother, dressed in the old skirt and shawl, her thin hair combed back from the broad forehead, and one arm around a little child.

WHAT ARE YOUR PREFERENCES?

The editorial staff of **CHILD WELFARE** will be glad to learn from its readers what subjects and departments, featured during the past magazine year (September, 1930, to May, 1931), have been most enjoyable and profitable. Address letters to the editor, Mrs. E. C. Mason, 8 Grove Street, Winchester, Mass.

A Parent Education Course

PREPARED BY GRACE E. CRUM

Associate Chairman, Committee on Parent Education

BASED ON

Character Training

By Charles E. Germane and Edith G. Germane

For Preschool, Grade, and High School Study Groups

Lesson Nine

TO THE STUDY GROUP LEADER

SUGGESTED ROLL CALL TOPIC: What have you gained from this course of study? What strikes you as being worth while?

CHAPTER XV

The Effect of Good Reading and Good Music Upon Growth in Character

"In the preceding chapters, it has been stated repeatedly that children are bundles of impulses craving activity, and that if desirable outcomes are to result, these children must be exposed to a stimulating, wholesome environment. In Chapter XV, the main idea is that reading and music may aid in character development by: (1) Providing outlets for emotional urges, and (2) giving the child concepts. While reading and music play an important rôle during the entire life of the individual, it is particularly desirable that the adolescent be able to find outlets for his impulsive urge through these media." From "An Outline for the Study of CHARACTER EDUCATION," by Charles E. Germane.

1. Answer topical questions throughout the chapter.

2. STUDY HINTS AND QUESTIONS, from the author's "Outline."

a. *"But too much must not be claimed for reading as a character-education force."* What, then, is its value? Pages 211-213.

b. What criteria should guide one in selecting a book for children? Page 213.

c. Why is good music of particular value to the adolescent? Page 216.

d. A child has unwholesome reading and music tastes. How would you apply the three laws of learning in helping him develop a liking for good books and good music?

e. What influences in your community make it difficult for the children to develop good reading and good music habits?

3. Read and discuss paragraphs under "Conclusion." Pages 217-218.

"Blessed is the family group that never wholly loses the happy habit of reading aloud, and sharing together the good things of literature." From Luther A. Weigle's "The Training of Children in the Christian Family," published by The Pilgrim Press, Boston and Chicago.

"Although the public that buys and reads books has not been very critical, or at least not very clear as to its standards, the older books have been obliged to pass through a process of selection—they have had to stand the test of time, as we say—and only the best of them survive. Upon many of these the later writers of children's books have not been able to improve. Yet many of the old favorites cannot be recommended for the children now, because our children must get a new vision for a new day; and these old favorites do not help. This is especially true of books for the younger children that deal with nature and science topics, and of books that picture social relations. Thus, some of the recent travel stories picture child life in various foreign lands with a real sympathy that is more in harmony with the



20 E. 69TH STREET
NEW YORK CITY

WHAT ARE

"EDUCATIONAL PLAYTHINGS"?

They are play-and-work materials, toys, games, books, pictures, carefully selected for the following ends: (a) to meet the child's needs and interests; (b) to foster creative self-expression; (c) to aid in the correct, orderly, and happy development of good and helpful qualities.

Complete Equipment for

NURSERY SCHOOLS KINDERGARTENS PLAYROOMS

Catalog on Request

We will welcome a visit from you when you are in New York

modern spirit of international friendship than the stories of years ago." From "Your Child Today and Tomorrow," by Sidonie M. Gruenberg, published by J. B. Lippincott Co., Philadelphia.

"A character in a book will often be as real a person to the young reader as anyone he knows. But these characters in books have a peculiar advantage; we can select them for our children and we can know just what they are going to say; we can usually tell what their purpose is and what ideals they will develop. Often they can talk to our children more successfully than we can. They are teachers whose power we envy. They are friends who give counsel or example in such a setting of interest that they are not easily forgotten. How blind we must be to the child's needs if we do not see to it that such friends and guides are ever ready to walk and talk with him." From "The Parent and the Child," by Henry Frederick Cope, published by George H. Doran Co., New York.

Conclusion

Questions

1. What community enterprises are sponsored in your community? What other community projects do you need, and could they be developed? Pages 219-224.

2. Discuss ways and means of developing leaders. Pages 222-224.

"By this time it should be evident to all that the child's environment and the way he is helped to meet it, made up as it is of many perplexing situations, either makes or breaks him. In what more worthy enterprise could a group of thoughtful parents and teachers engage than in setting up a series of wholesome, stimulating community activities in music, nature, science, etc., as suggested in the 'Conclusion.' For in the degree that there is cooperation between all the institutions that affect the child, will the program of each be effective." From "An Outline for the Study of Character Education," by Charles E. Germane.

NOTE TO LEADER: When your group has finished this study program, will you please write a letter to the author of these outlines, giving a short review of your winter's work. Address: Grace E. Crum (Mrs. E. R.), Winters, California.



The Price of Honesty

BY JANET JONES

A High School Student

HONESTY means truth—Honesty is truth. Shakespeare said, "Thus to thine own self be true and it must follow as the night the day—Thou canst not then be false to any man."

Of all the virtues, honesty is certainly foremost, for it is always named first in the qualifications of an ideal character. This shows the apparent necessity of honesty.

It is not just by accident that this characteristic is placed first and above all others.

Honesty is essential in the home, in the school, in the church, in business, and in society.

Honesty is not only being true to others, being true to society, but it is being true to ourselves—doing what our conscience dictates and what we know and feel is best. In this personal honesty we feel that we learn to know what the true "price of honesty" is. Sometimes the cost of being true to ourselves is very high at the moment. To make a decision and to stand firmly for it when the majority is against us—perhaps laughing at us—is a real test of character. The one who goes against the tide, who does not sacrifice his high ideals and his principles simply because popular opinion is against him, is the one who realizes by experience the "price of honesty."

In schools where activity books are used, it is ordinarily the rule that the books are absolutely not transferable. Once a friend of a certain boy asked if he might use his activity book, pointing out that there'd be a big crowd and that no one would ever notice it and he'd never be caught. Although it was hard to "turn down" his friend, the boy did so and the price of his



Janet Jones

honesty was the scorn of his friend.

In many cases young people are willing to fall into this type of dishonesty simply because they are afraid of "being laughed at."

Honesty is not only being true to society and to ourselves, but it is being true to the best that is in us, doing our best. When we are not doing and giving our best we are practicing dishonesty.

In school we can "get by" with poorly prepared lessons. We go into a classroom knowing that the teacher will not catch us. "She's easy. It doesn't take much to bluff her." This is not an uncommon occurrence.

About the easiest and quickest way to get a lesson and get by with it is to copy the work from someone else. This thought recalls to my mind a story of a girl who had worked hard to prepare an article on the life of a certain great author. Some of her friends copied her article, added a little more to it, polished it up, and handed it in as their own. The girl who wrote the original paper was honest, but the price of her honesty was receiving the lowest grade.

During a test it is so easy to cheat. The student feels that he can cheat and not be detected. So he cheats once and does get by with it. Why not do it again? Well, what's wrong with cheating, anyway? No one will find it out. It isn't going to hurt once in a while. It does seem that no one will find it out, especially in the case of some of these experienced cheaters. It seems impossible that they could be discovered, but the cheat is found out sooner or later. It seems hard to pay the price of honesty when one is taking a test and knows that everyone around him is

cheating, but at least he has his own self-respect.

In the business world today there is no place for the cheat. There is no place for the "getter by." The type of man the employer is looking for is the man who can be depended upon, the man who is doing and giving the best that is in him.

Today honesty is a widely discussed topic. It is taught at home. It is being promoted in schools and in Sunday schools. From the time the child is born he is taught honesty.

I have a Sunday school class that averages about fifteen in attendance. The pupils are children of six, a very interesting age. About this time in the child's life he is just beginning to realize what it means to be dependable and true. We teach them that Jesus could be depended upon, that His mother and friends could depend upon Him. We show them that everyone today is dependent upon others.

In the schools this principle of honesty is emphasized. Each spring and fall representatives of the school which I attend, North High School of Des Moines, Iowa, hold a character conference at the Y. M. C. A. camp near Boone, Iowa. At this conference we discuss such topics as honesty. When we return, through our home rooms and through our school paper we are able to give the entire student body the benefit which we derived from the conference. The necessity for honesty is kept vividly before the minds of the youth of today.



THE child learns by imitation. Everything that the child does he has learned, taken up, so to speak, from someone else at some time or other. Many times the father and mother are innocently teaching their child dishonesty. It never enters their minds that they are moulding dishonesty into the life of their child.

Once an agent knocked at the door of a certain home. The mother sent the small boy to the door. The agent asked to see his mother. The child said, "Mother is not at home."

"When will your mother be home?"

May, 1931

asked the agent. The innocent child turned and called out, "Mother, when will you be home?" To the child this conventional answer was misunderstood and there arose a question in his mind.

The child wants some money, perhaps a few cents for candy. The mother tells him that she has no money. The child knows very well that there is money in his mother's purse. He just saw her put into it some change from the vegetable man.

Up on one of the higher shelves in the pantry is a cookie jar full of cookies. The child asks mother for a cookie. Mother tells him to run along, for there are no cookies.

The child has been very naughty. Mother spans him and tells him that the "bad man" will come and get him.

I am not condemning these parents, I am merely stating facts.

A mother was on a street car with her ten-year-old son. The conductor said, "Isn't this child more than nine years of age?" The mother replied, "No." The child looked up into the mother's eyes as if to say, "Mother, you know better than that." Now the child has grown to manhood and the mother has never ceased to wish that that incident could be erased from her memory. What a price that mother paid for dishonesty!

Mother and Dad must always keep in mind that they are the child's ideal. What Mother and Dad do is all right.

Parents should never preach one thing and practice another. The poor examples of adults in business, in citizenship, in law observance and respect, in politics, and in the church are the cause of a great amount of the crime among the youth of today.

The adult is the one who sets the example of law breaking. This summer I heard of a certain father who was telling about his son who had had a serious accident. The father went on to say, "Well, how can I blame the kid? The Lord knows he gets it from me."

The adult breaks the laws, practices wrong business ethics, and is not a good citizen. He can get by with it all, so the young boy and girl think they can do likewise, but usually they are caught.

(Continued on page 571)

The SUMMER ROUND-UP

Is a Campaign to send to the entering grade of school a class of children as free as possible from remediable physical defects.

1930 CAMPAIGN RESULTS

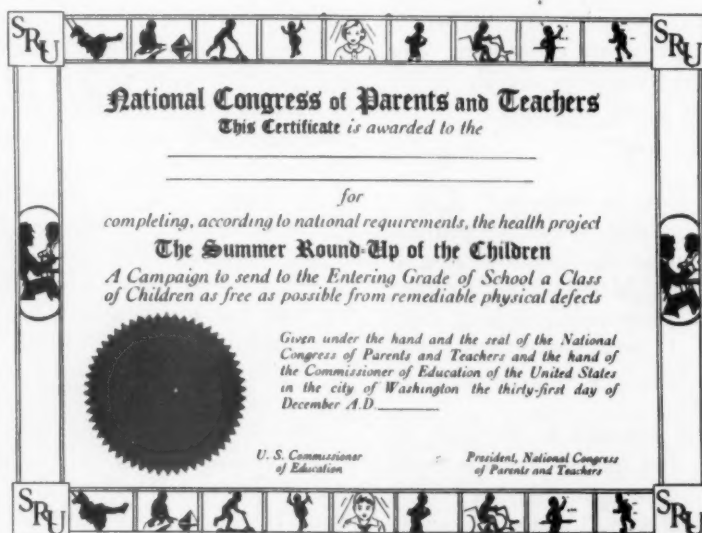
Number of units carrying through the Round-Up	1,919
Communities represented	761
City Groups	1,358
Town Groups	317
Rural Groups	244
Number of children reported entering school (First Grade or Kindergarten) Fall of 1930	102,490
Number of children examined	55,526
Number of parents or guardians present at the examination	37,965

NUMBER OF DEFECTS

	Discovered	Corrected		Discovered	Corrected
Eyes	3,094	946	Posture	3,885	703
Ears	1,830	558	Feet	2,722	554
Teeth	29,850	9,135	Underweight	10,196	3,658
Tonsils	21,179	4,821	Skin	1,152	467
Adenoids	12,402	2,825	Hernia	675	127
Nose	1,636	387	Abdomen	914	174
Heart	1,347	309	Circumcision	3,128	558
Glands	7,644	1,580	Miscellaneous	3,292	1,478
Lungs	786	225	TOTAL	105,732	28,505

Number of children immunized against smallpox	18,872
Number of children immunized against diphtheria	9,908
Number of children immunized against typhoid	1,221

Local units desiring information about the 1931 Campaign should communicate with their state chairmen and ask for the folder, "Plan of Procedure," and official registration blank.



Congress Comments

Mrs. Hugh Bradford, president of the National Congress, was a speaker at the meetings of the Inland Empire Education Association, held at Spokane, Washington, April 8 and 9.

Mrs. Bradford will represent the National Congress at the Wisconsin state convention to be held at Milwaukee, May 11-16.

Dr. Ada Hart Arlitt, chairman of the Committee on Parent Education of the Congress, has prepared four book lists for study groups. They include books for parents of preschool, intermediate, and adolescent children. The lists are issued by the American Library Association, 520 North Michigan Avenue, Chicago, Illinois, and will be sent free on application.

One more state has declared an interest in cooperation of home and college.

The Missouri Congress resolved at its last convention that parent-teacher associations "realize that their responsibility extends to youth of college age; and that the organization of college parent-teacher associations be one of the special projects for the coming year."

The Committee on Congress Publications reports a large increase in subscriptions to the Congress Library. Each local association which wishes to be an informed Congress unit needs this library for study and reference purposes. For program committees just at this time of year it is invaluable. Order it from the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C.

CHILD WELFARE is listed as one of ten child welfare periodicals published in the United States and Europe, in the February, 1931, Bulletin of the Russell Sage Foundation Library at 130 East Twenty-second Street, New York City. This issue of the four-page bulletin gives a select list of references to recent material on the general subject of child welfare. The bulletin is published bi-monthly and may be obtained at the above address. Ten cents a copy, fifty cents a year.

Mrs. Fannie J. Bailey, of Albany, New York, affectionately called "Grandma Bailey," recently passed her 99th birthday. Mrs. Bailey was a charter member of the National Congress and helped to organize its first branch, the New York Congress. The Albany Mothers' Club celebrated the birthday with festivities which packed the Little Theatre of the Y. W. C. A. with women from every organization in the city.

In Denver, Colorado, each principal of a school is, according to a local by-law, the first vice-president of the parent-teacher association in his school. This plan helps to bring about an equal interest and participation of teachers and parents.

Dr. Margaret Justin, chairman of the Committee on Home Economics, was a speaker at the Kentucky Farm and Home Week held in Lexington, January 27 to 30.

Mr. Newell W. Edson, chairman of the Committee on Social Hygiene, was in Iowa from March 18 to April 30 conducting a lecture and conference series under the auspices of the Iowa Congress of Parents and Teachers. The schedule included church, school, and civic groups, as well as parent-teacher associations.



Founded in 1728 by Benjamin Franklin

FRANKLIN PRINTING CO.
514-520 LUDLOW STREET
PHILADELPHIA

MINIATURE WORLDS THAT BOUNCE



Convenient—fascinating—low-priced—Garriglobes are perfect tools for the teacher—and perfect toys.

They are real globes built like basketballs—colorful—light enough to pass around—tough enough for a game of ball.

Picture map—outline map—regular map—some model will help your child or his school. Write for information or order the picture globe now. You may return it if it doesn't please you.

GARRIGUE GLOBE CORPORATION
69 Bank Street, Dept. M New York, N. Y.

THE PICTURE GLOBE

IGLOOS CAMELS
WHALES TIGERS
SHIPS AND KANGAROOS

300 PICTURES

on a

**BEAUTIFUL
MINIATURE WORLD**

10" diameter picture Garriglobe with black pedestal box

Postpaid anywhere - \$2.25



Mrs. Cope Answering

Question—*I have found that our twelve-year-old son does not always tell us the truth. I am very much alarmed and do not know what to do about it.*

There is a reason why a twelve-year-old boy does not tell the truth at times. Try to discover the cause.

To begin with, it is not always easy for a boy to tell the truth. At his age he meets many adults who, no doubt, occasionally sidestep the truth without, perhaps, actually lying. His method is imitative of theirs but more crude because he is not so clever. Perhaps he considers evasion of truth an attribute of being "grown up."

Again, is there a lack of confidence in the home between parents and child? Many parents are good providers, morally upright and virtuous, but lack an intimate companionship with their children. Does Father ever put his hand on the boy's shoulder and say, "Come, my son, how is the world going with you?" Does he take time to have an occasional chat with the boy? Does Mother realize his developing manhood or is he still her baby boy? There are children who can talk things over with the scout master, the teacher, or an older boy but not with their parents. Why?

Sometimes Son comes home with a tale about a questionable happening. His parents are horrified and shocked, perhaps severe. The boy learns his lesson and says, "Never again." After that he keeps things to himself. Granted that we do not approve of what has happened, it is much better to listen calmly and make some sensible suggestion.

Some boys are afraid to tell the truth. Perhaps they have been scolded or punished when they did so. Naturally they wish to avoid unpleasant results in the future.

These and other reasons must be taken into consideration. When the cause is found the path of procedure becomes clear. Let the child know that it pays to tell the truth. Let him be proud of being truthful. Respect him when he is, and encourage him to be sincere and honest.

Question—*Should I expect my children to obey commands the first time they are spoken?*

A child should obey commands the first time they are spoken. But much depends upon how the command is given. For instance, is it not better to say, "Please close the door," than "Shut the door!" The child must learn to obey because everyone must obey all through life. We must obey the call to duty, the regulations in the home, the rules of the school, the laws of the community and nation.

Commands or requests to a child should be reasonable. Frequently he is told to "sit still," when his nature is crying for action. To "sit still" often means satisfying the whim of some adult who wants to sit still and therefore expects everyone else to do likewise.

Give the child time to think. If he is deeply engrossed in play he may hear your voice, but not comprehend its meaning. It is necessary to get his full attention before making a request. Some parents make the mistake of repeating commands several times in immediate succession. The child gets into the habit of dallying and never expects to obey the first command.

Give only a few commands and see that they are carried out. Some parents try to regulate every action of the child, who consequently never has an opportunity to think or act for himself.

Suggestions are of great value, as, "How inviting your room would look if your shoes and clothes were put away!" Commendation helps. "How I like to see these clean faces and hands at dinner!"

Be patient and remember that the child often forgets and has to be reminded. We do, too, you know.

Question—*My daughter of ten does not seem at all anxious to make friends. She is satisfied in being by herself. Is this a good indication?*

There should be a happy balance between being alone and mingling with others. It is not good for a child to be too much alone. In later years the habit may tend to daydreaming with more or less undesirable results. The other extreme is also to be avoided. In these busy, noisy days children need some time for themselves alone.

Arrange for your daughter to meet people without her knowing your plans, and then see that these occasions are happy ones. You might begin by having a little surprise party. Invite congenial friends. If you make this a simple affair you may be able to repeat with something similar, perhaps taking her into your plans. "Shall we have Mary and Louise over to play some games? Shall we have lemonade and gay paper napkins? What color would you like?"

Have a talk with the teacher. She can do much in promoting your daughter's participation in the regular schoolroom work, and in school activities such as plays, choruses, and athletics. The same may be done in the Sunday school. Let her belong to some church organization where by doing things she comes in contact with others.

If there is a Camp Fire Girls or Girl Scout group it would be very good for her to be-

come a member. In these organizations girls of the same age meet, and through interesting activities which build character they develop a fine social spirit. Many beautiful friendships have their beginnings in these organizations.

See that your girl has plenty of yard space in which to play. Put up a swing, seesaw, and other simple apparatus. These always attract children to come in and play. In this way congenial playmates may be found.

Avoid talking about this matter and do not force her. It is better to set the stage and give her the opportunity to mingle with other girls in the spirit of fun. Keep her in good health. Be happy and cheerful yourself. Persevere and have faith.

Question—*What can I do to keep a girl of eight busy?*

After school hours let her put on her play clothes and be out of doors when the weather is suitable. Provide what you can in the way of apparatus, such as swing and balls. Of course she should have some home duties such as keeping her room in order and her belongings in place. She could also assist Mother in such tasks as setting the table, polishing faucets, or doing light dusting.

A garden is very interesting as well as educational. Let her choose her own seeds and take care of the plants as they begin to grow. In the winter time house plants and their care give pleasant occupation.

A girl of eight probably likes to sew. Have a bag which you keep supplied with pieces of cloth, ribbon, lace. Provided with an attractive sewing case and spools of colored thread, the little girl can spend many happy hours in making doll clothes, quilts, and covers.

Then there are paper dolls to cut out and color. Puzzles may be cut from magazine covers and put into boxes for future use. Scrap books can be made from pictures cut out of magazines.

Crayons, pencils, and paints provide opportunity for drawing and painting; clay, for modeling. Sewing cards are to be had from kindergarten supply houses, as well as word and picture cards which assist in reading and spelling.

Then there are always books. Use the library freely if you have access to one. As you find it possible, purchase a book for her and build up a creditable home library. Good books are worth reading over and over again, and children like to do this.

You will find many worth while activities to occupy your child's time. Choose those which seem best suited to her needs and interests.

(Readers are invited to send questions to Evelyn D. Cope, care of CHILD WELFARE.)

Correction

The delightful poem, *The Voice of Our Founder*, on page 344 of the February issue of CHILD WELFARE, was written by Emelyn S. Ensign, and not by Evelyn S. Ensign. Mrs. Ensign lives in Richmond, California, and her poem has been quoted many times.

May, 1931

"What Shall I Be When I Grow Up?"

(Continued from page 527)

nor his friends, nor the professional vocational counselor. Nature has provided him with certain qualifications—mental, physical, and emotional—which fit him especially for a certain line of endeavor. Given the proper information, the proper training, and the encouragement which stimulates thought, he will gravitate unerringly to his particular niche.

The Price of Honesty

(Continued from page 567)

Since the adoption of the Eighteenth Amendment the records show a large decrease of cases in the juvenile courts. There are three million more students in high school today than there were ten years ago. The men of today who are against the Eighteenth Amendment and are selling their names for a price are indeed excellent examples for the youth of today!

By setting *truly* fine examples, adults can make this country any kind of country they wish it to be. They can make crime and dishonesty a "non-paying proposition" and can make the future generation better and cleaner.

(Contributed by the Committee on Social Standards)



BULLETIN BOARD

State Conventions in May, 1931

- May 11-16—Wisconsin, at Milwaukee
 May 12-14—Montana, Second Biennial, at Great Falls
 May 18-21—Washington, at Olympia
 May 22-23—New Hampshire, at Exeter
 May 25-30—California, at San Francisco

May 1—National Child Health Day

May 1-8—National Hearing Week

May 1-2—National Parent Education Conference, Hot Springs, Arkansas

May 3-7—Annual Convention, National Congress of Parents and Teachers, Hot Springs, Arkansas

May 3-9—National Music Week

May 10—Mother's Day

May 18-21—Annual Meeting, American Association for Adult Education, New York City. Office of Association, 60 E. 42nd St., New York City

May 21-23—First Annual Assembly, National Advisory Council on Radio in Education, New York City

The 1931 Gold Star Honor Branches

GOLD STAR TROPHY SHIELD won by *South Dakota*—19 Gold Stars

State Chairman, MRS. A. B. LARSON

State President, MRS. ALVIN WAGGONER

<i>Branch</i>	<i>State Chairman</i>	<i>Gold Stars</i>
SOUTH DAKOTA	Mrs. A. B. Larson	19
IDAHO	Mrs. A. R. Thomas	18
NEW YORK	Mrs. Ellis A. Bates	15
ARKANSAS	Mrs. J. B. Leatherman	14
ARIZONA	Mrs. William J. Young	13
CALIFORNIA	Mrs. J. Fred Rodgers	12
IOWA	Mrs. J. O. Woodmansee	12
MINNESOTA	Mrs. W. M. Weeks	11
PENNSYLVANIA	Mrs. C. W. Walters	11
RHODE ISLAND	Mrs. Frank Chadbourne	10
ILLINOIS	Mrs. Dan Pagenta	9
KANSAS	Mrs. M. E. Helmreich	9
NEW MEXICO	Mrs. R. M. Stoneham	9
NEW JERSEY	Mrs. Joseph Jones	8
OKLAHOMA	Mrs. H. A. Adams	8
VERMONT	Mrs. Chas. A. Cassin	8
COLORADO	Mrs. L. C. Gerding	7
GEORGIA	Mrs. P. G. Hanahan	7
KENTUCKY	Mrs. Walter U. Ziegler	7
MICHIGAN	Mrs. E. J. Williams	7
NORTH CAROLINA	Mrs. J. L. Henderson	7
OHIO	Mrs. Hallie Lane	7



THE BOOK MART



Doctors Agree!

These distinguished physicians, members of the White House Conference on Child Health and Protection, recommend

CHILD CARE AND TRAINING

By Marion L. Faegre and John E. Anderson, *Child Welfare Institute, University of Minnesota*

Dr. Samuel McC. Hamill, Philadelphia;
Chairman, Section on Medical Care
Dr. Julius H. Hess, Chicago
Dr. Richard M. Smith, Boston
Dr. Max Seham, Minneapolis
Dr. Irvine McQuarrie, Minneapolis
Dr. Bronson Crothers, Boston:

"One of the very best that I know."

Dr. William Palmer Lucas, San Francisco:

"The most comprehensive and best-written book on the subject."

Dr. Frederick W. Schlutz, Chicago:

"I can most heartily endorse every chapter and every line."

Additional high praise comes from:
Professor Ada Hart Arlitt, University of Cincinnati:

"Excellent from every point of view."

William Hodson, Executive Director, The Welfare Council of New York City:

"Should be in the library of every intelligent parent."

The Sunday School Times:

"Remarkably practical, and will be of the greatest value to all parents."

Schools that are using the book include:

Pasadena, Los Angeles, and Berkeley, California; Cleveland, Ohio; Ithaca, New York; Salt Lake City, Utah; Tulsa, Oklahoma; Detroit and Grand Rapids, Michigan; Upper Marlboro, Maryland; Minneapolis, Minnesota; Denver, Colorado; Grand Forks, North Dakota; Dallas, Texas; Berea, Kentucky; Morgantown, West Virginia; Bradford, Massachusetts; Winnetka, Illinois, and many others.

Third edition. Revised. Illustrated, \$2.00.

**THE UNIVERSITY OF
MINNESOTA PRESS**
MINNEAPOLIS



"Experiment a little with your child," writes Professor Helen Kingsbury Wallace in *CHILD WELFARE* for April. "Take him to the art museum and discover his interests. Buy two or three lovely Medici Prints for his room. Encourage him to make a collection of small prints in a scrapbook. You will find him responsive and interested. In these ways you will bring to him one of the most valuable gifts that a mother can offer her child, love of beauty, and intelligent guidance in his perception of its many aspects."

Professor Wallace appends a list of pictures. "Those available in Medici Prints, which are of high grade, are starred," she adds. 58 pictures are listed, 47 of which are so starred.

If you would like to know more about THE MEDICI PRINTS, send for a copy of our illustrated catalogue. If you will enclose ten cents in stamps we will include a small representation of a Medici Print—in full color like the Medici Print itself.



THE MEDICI PRINTS are full-color facsimiles of great paintings by great masters, reproduced direct from the originals in the world's art galleries and private collections.

HALE, CUSHMAN & FLINT, Inc.

Publishers of THE MEDICI PRINTS

Dept. C. W., 857 Boylston Street

Boston, Mass.

Just Published

A New Book by

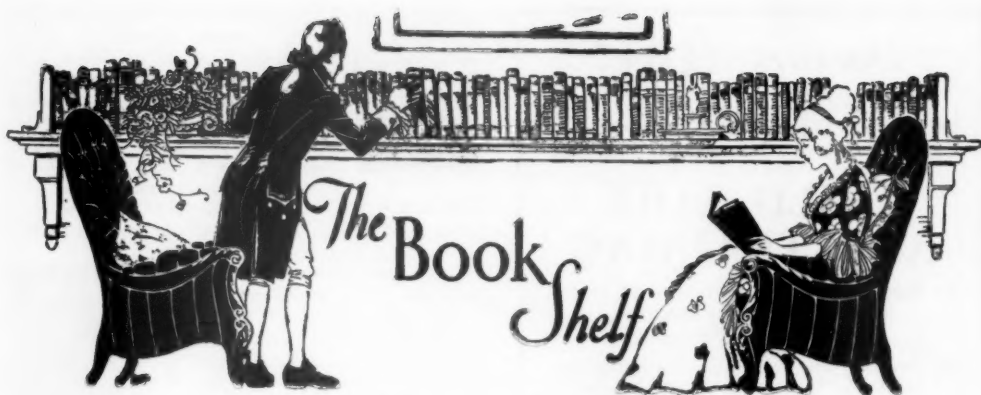
ANGELO PATRI

THE QUESTIONING CHILD

The famous author of "Child Training," "School and Home," etc., in this new book presents his latest advice on child problems, discussing in his inimitable way the various stages in the mental, emotional and physical growth of the child. Each chapter deals with a specific phase of child psychology. The normal, the sub-normal and the gifted child all are considered. The book crystallizes the principles and practices which Mr. Patri has worked out in the course of years. \$2.00.

This is an Appleton Book

D. APPLETON AND COMPANY
35 West 32d Street New York City



BY WINNIFRED KING RUGG

IT is not the theory of progressive education that has stood in the way of its more rapid acceptance as much as it is the technic of putting it into practice. Executives have asked, "Are teachers prepared for this kind of work?" Teachers themselves have said, "But I am obliged to follow a fixed course of study"; "My classes are large"; "We have no school library, no materials for building, no good yard for play, no rich home environment." Such doubts as these beset many who agree with the principles of the New Education—the necessity of basing the curriculum upon the child's interests; the value of pupil activity as a means of education. We believe in it, teachers say, but we don't see how we can put it into practice in our schools.

Martha Peck Porter has put progressive education into practice in public schools as well as in the Lincoln School connected with Teachers College, Columbia, and in *The Teacher in the New School* she has described the methods that she has found successful in her own experience.

The book is concrete. The author tells in detail just how she organized and conducted class work in harmony with the principles of child-centered schools. A year's work with a third grade class in the Lincoln School is used as illustration, and added to this there is a full and valuable discussion of the way in which these methods can be used in public schools.

Those who are looking for light on an important subject will find in Miss Porter's book a sane report of actual experience, not unduly enthusiastic or blind to difficulties, but clear as to the value and the practicability of the New Education. The list of reference books and books for children, and the full outline of a year's work in one project are among the useful contents of the book.

Insistence upon the value of the child's interest also forms the basis of a book that belongs to the field of physical education—*The Pre-school Child and His Posture*, by Frank Howard Richardson and Winifred Johnson Hearn. In this "program of corrective exercises through games" Dr. Richardson and Miss Hearn point out, first, the need of correcting faulty posture very early in a child's life, and second, the conspicuous advantage of getting the child to participate heartily and happily in the exercises that are required. The way to do this is to turn the exercises into games. A large part of the book is taken up with descriptions of simple

and delightful games, which if played regularly and often will do much to correct specific defects. All this is conveyed in the clear and vigorous style characteristic of Dr. Richardson's writings.

Congress members will be interested to note a warm endorsement of the Summer-Round-Up.

* * *

"Intelligent educational procedures, wise child guidance, consist

simply in knowing how to tune in with our children." Hence James Samuel Lacy has given to his series of little stories on parent education the title, *Tuning in With Our Children*. There are more than 90 of Mr. Lacy's stories, each containing a kernel of truth for parents, imbedded in a bit of dialogue or narrative. Keeping faith with our children; talking over good books with them; utilizing the gang spirit; avoiding arguments; discouraging a fault-finding attitude; filling our own storehouse so full that we can give out intellectual and spiritual treasure to our children; these are a few of the things that parents can do to improve their relations with their children. Mr. Lacy is a teacher and a parent-teacher worker of long experience.

"The Teacher in the New School," by Martha Peck Porter, Yonkers-on-Hudson, N. Y.: World Book Co., \$2.00.

"The Pre-School Child and His Posture," by Frank H. Richardson and Winifred J. Hearn, New York: G. P. Putnam's Sons, \$2.50.

"Tuning in With Our Children," by James S. Lacy, Los Angeles, Calif.: Research Service Co., \$1.25.

"Home Music Lessons," by Harriet Ayer Seymour. New York: Carl Fischer, Inc. \$1.00.



THE BOOK MART



"Relax, listen, and then play!" is the theme of a little book on the "new" movement in music education. In *Home Music Lessons: How to Find Your Musical Self*, Harriet Ayer Seymour insists that playing a piano or any other instrument is not an end in itself, but that the important thing is a love of music and the effect of music upon character and health. She is willing to sacrifice technic in the amateur to honest enjoyment and inward appreciation. Mrs. Ayer gives specific directions for using a phonograph or the radio in such a way as to cultivate the understanding and appreciation of the music that flows from it. Listening, a *real, inner* listening, to music has a health value both for children and for adults. The ten lessons given in Mrs. Ayer's book are more for the musical re-education of the mother than for the child, but they also show what can be done with children, who will more naturally surrender themselves to "relaxing and listening" than is possible for adults.

"The most important contribution to the literature of practical child guidance which has yet appeared." Professor Donald G. Paterson, *University of Minnesota*.

"Of especial value are the sections on discipline, on education concerning matters of sex, and on personal study of the child." *Journal of the American Medical Association*.

"The book has a special sphere of service for those who are dealing with children during their formative years and who desire to gain untechnical information concerning modern theories entering into child guidance. The discussions are authoritative and are presented in a most delightful manner." Dr. Ira S. Wile, in *Hospital Social Service*.

"This book can be heartily recommended to all parents who are seriously interested in meeting intelligently the problems in child training which they inevitably encounter." *The Welfare Magazine*.

CHILD GUIDANCE

by

SMILEY BLANTON, M.D., and MARGARET GRAY BLANTON

Octavo..... 301 pages..... \$2.25

THE CENTURY CO.

PUBLISHERS OF THE NEW CENTURY DICTIONARY

353 Fourth Avenue

New York

Roundabout Europe.

Written and Illustrated by

ANNE M. PECK

Planning a trip abroad—actually or "a library trip"? *Roundabout Europe* and its companion volume—*Storybook Europe*—are delightful, informal travel books.

\$2.50 Each

FREE: Beautifully illustrated catalogue of books for boys and girls. Address Dept. K.

HARPER & BROTHERS

49 East 33d Street

New York

PARENTS AND TEACHERS CAN ALWAYS RECOMMEND OXFORD BOOKS FOR BOYS AND GIRLS

WE SUGGEST

FOR SPRING and SUMMER READING

THE STIR OF NATURE - \$2.50

BY WILLIAM H. CARR

Illustrated with over 80 photographs and drawings
"First-hand accounts of lively adventures with everyday animals. Encourages study and observation."

—Child Study Association of America.

THIS WAY AND THAT - \$3.00

BY EDNA POTTER

Illustrated in color by the author

"A very lovely book of singing games for younger children, set to music and with directions for playing."

—Wilhelmina Harper.

PLAYING THEATRE - \$2.50

BY CLARE TREE MAJOR

Illustrated with drawings and diagrams

"A compilation of six plays written for children... We heartily approve of the spirit motivating the publishing of books of this type."—Wisconsin Journal of Education.

OXFORD
UNIVERSITY
PRESS



114 FIFTH AVE.
NEW YORK
NEW YORK

"The Gateway to the Enjoyment of Music"

HOME MUSIC LESSONS

(How to Find Your Musical Self)

by HARRIET AYER SEYMOUR

(Price \$1.00)

Supplemented by: **MUSIC IN THE HOME BEFORE LESSONS BEGIN**

by Geraldine L. Altken, with Introduction by Mrs. Seymour (Price \$1.00)

CARL FISCHER, INC.,

Cooper Square, NEW YORK

CHILD WELFARE

NATIONAL CONGRESS OF PARENTS AND TEACHERS

Honorary President

Mrs. Frederic Schoff

Honorary Vice-Presidents

Mrs. Arthur A. Birney
Mrs. Orville T. Bright

Mrs. William T. Carter
Mrs. Fred Dick
Mrs. Edward T. Statesbury

Mrs. David O. Mears
Mrs. Joseph Mumford

Mrs. Ella Caruthers Porter
Mrs. H. N. Rowell
Mrs. William F. Thacher

President

Mrs. Hugh Bradford, 1014 Forum Building, Sacramento, Calif.

Vice-Presidents

Mrs. B. F. Langworthy, 832 Bryant Ave., Winnetka, Ill.
Mrs. Frederick M. Hosmer, Hunter Avenue, Auburn, N. Y.
Mrs. J. Sherman Brown, Route 1, Littleton, Colo.

Mrs. Louis T. de Vallière, 729 Riverside Avenue, Trenton, N. J.
Miss Charl O. Williams, 1201 16th St., N. W., Washington, D. C.
Mrs. B. C. Hopkins, 3315 Beaver Ave., Des Moines, Ia.
Place, Chattanooga, Tenn.

Secretary, _____

Treasurer, Mrs. B. I. Elliott, 771 N. E. 71st Street, Portland, Oregon

DEPARTMENTS AND STANDING COMMITTEES

EXTENSION

Membership
Mrs. A. E. Craig, 553 Elati Street, Denver, Colorado

PUBLIC WELFARE

Citizenship
Mrs. C. H. Thorpe, 2606 State Street, Little Rock, Ark.

Juvenile Protection
Mrs. A. A. Mendenhall, 1747 Columbus Avenue, Duluth, Minn.

Legislation
Mrs. William Tilton, 11 Mason Street, Cambridge, Mass.

Library Extension
Miss Julia Wright Merrill, American Library Association, 520 N. Michigan Ave., Chicago, Ill.

Motion Pictures
Mrs. E. Hugh Morris, 1340 S. 3rd Street, Louisville, Ky.

Recreation
J. W. Faust, 315 Fourth Ave., New York City, N. Y.

Safety
Mrs. J. B. Potter, 611 S. Washington Ave., El Monte, Calif.

Art
EDUCATION
Mrs. Harry Cope, 1376 Wyandotte Ave., Columbus, Ohio

Humane Education
Mrs. Jennie B. Nichols, 1024 N. Cushman St., Tacoma, Washington

Illiteracy
C. M. Hirst, State Department of Education, Little Rock, Ark.

Kindergarten Extension
Miss Mary Leath, Supervisor of Primary Education, Memphis, Tenn.

Music

Miss Helen McBride, Louisville Conservatory of Music, Louisville, Ky.

Physical Education
Carl L. Schrader, State Department of Education, Boston, Mass.

School Education
Dr. Randall J. Condon, Friendship, Maine

Student Loans and Scholarships
Mrs. F. H. Devere, 677 Park Ave., Auburn, R. I.

HOME SERVICE

Reading
Mrs. Curtis Bynum, Asheville, N. C.

Home Economics
Dr. Margaret Justin, Kansas Agricultural College, Manhattan, Kan.

Home Education
Miss Ellen C. Lombard, The Kenesaw, Washington, D. C.

Social Standards
Mrs. Bert McKee, E. 29th and Sheridan Sts., Des Moines, Iowa

Spiritual Training
Dr. Robert Seneca Smith, Yale University, New Haven, Conn.

Thrift
Mrs. Ella Caruthers Porter, 4608 Lakeside Drive, Dallas, Texas

HEALTH

Child Hygiene
Miss Mary E. Murphy, 848 N. Dearborn St., Chicago, Illinois

Mental Hygiene
Dr. George K. Pratt, 370 Seventh Avenue, New York City, N. Y.

Social Hygiene
Newell W. Edson, 450 Seventh Ave., New York City, N. Y.

STATE PRESIDENTS

Alabama: Mrs. F. I. Spaulding, 405 Michigan Ave., Mobile
Arizona: Mrs. Ross C. Finley, Box 1586, Globe
Arkansas: Mrs. L. D. Reagan, 219 Grover Bldg., Little Rock
California: Mrs. W. A. Price, 4060 4th Street, San Diego
Colorado: Mrs. A. B. Shuttleworth, 321 State Museum Bldg., Denver
Connecticut: Mrs. L. E. Watson, 175 Broad Street, Hartford
Delaware: Mr. Howard T. Ennis, c/o Delaware Colony, Stockley
D. C.: Mrs. Joseph N. Saunders, 3618 Porter Street, N. W., Washington
Florida: Mrs. H. B. Hutchinson, 5502 Tallaferrero St., Tampa
Georgia: Mrs. R. H. Hankinson, McDonough
Hawaii: Mrs. Marshall H. Webb, Y. W. C. A. Bldg., Honolulu
Idaho: Mrs. Thomas Ogden, 331 Seena Bldg., Boise
Illinois: Mrs. Harry R. Detweiler, 815 N. Lake St., Aurora
Indiana: Mrs. W. J. Hockett, 2536 Maple Place, Fort Wayne
Iowa: Mrs. M. P. Summers, 1919 Rebecca St., Sioux City
Kansas: Mrs. Reece Bowen, 415 South First St., Arkansas City
Kentucky: Mrs. T. D. Pearson, Nicholasville
Louisiana: Mrs. George P. Meade, Gramercy
Maine: Mrs. Seth S. Mullin, 1111 Washington Street, Bath
Maryland: Mr. Kingman A. Handy, 902 University Parkway, Baltimore
Massachusetts: Mrs. George Hoague, Room 403, 248 Boylston St., Boston
Michigan: Mrs. J. K. Pettengill, 426 West Saginaw Street, Lansing
Minnesota: Mrs. E. L. Baker, 1734 Como Ave., S. E., Minneapolis

Mississippi: Mrs. W. D. Cook, Forest
Missouri: Mrs. James F. Cook, 1625 Paul Brown Building, St. Louis
Montana: Mrs. John H. Gilbert, 615 S. Pacific Street, Dillon
Nebraska: Mrs. Paul Bradley, 5228 Jones Street, Omaha
New Hampshire: Mrs. Fred A. Lundberg, Acting President, Hillsboro
New Jersey: Mrs. William F. Little, 110 Elm Avenue, Rahway
New Mexico: Mrs. George Wilcox, Acting President, Dexter
New York: Mrs. L. B. Stevenson, 401 Trust Co., Watertown
North Carolina: Mrs. Raymond Blinford, Guilford College
North Dakota: Miss Beatrice Johnstone, University of North Dakota, Grand Forks
Ohio: Mrs. Hamilton Shaffer, 37 Gerlaugh Ave., Dayton
Oklahoma: Mrs. Charles D. Johnson, 221 E. 29th St., Tulsa
Oregon: Mrs. William T. Brice, 4636 25th Ave., S. E., Portland
Pennsylvania: Mrs. Walter E. Greenwood, 331 East Chestnut Street, Coatesville
Rhode Island: Mrs. Albert N. Murdoch, 157 Orchard St., Auburn
South Carolina: Mrs. John Wilson, 201 Broad St., Sumter
South Dakota: Mrs. Alvin Waggoner, Philip
Tennessee: Mrs. G. E. Odham, 3275 Delwood Drive, Knoxville
Texas: Mrs. Noyes Darling Smith, 807 West 21st Street, Austin
Utah: Mrs. William Reid, 1150 Harvard Ave., Salt Lake City
Vermont: Mrs. Julius A. Wilcox, Rutland
Virginia: Mrs. D. W. Persinger, 818 S. Jefferson St., Roanoke
Washington: Mrs. M. D. Wilkinson, 723 S. Sprague St., Tacoma
West Virginia: Mr. E. C. Leonhart, Quarrier St., Charleston
Wisconsin: Mrs. W. J. Hubbard, 49 E. Wells Street, Milwaukee
Wyoming: Mrs. J. H. Jacobucci, Green River

NATIONAL OFFICE: 1201 16th Street, N. W., Washington, D. C.

General Secretary, W. Elwood Baker
Research and Information Secretary, Miss Frances S. Hays
Publications Secretary, Miss Isa Compton
Education Secretary, Mrs. Arthur C. Watkins

Field Secretaries, Mrs. C. E. Roe and Mrs. C. E. Kendel
Publicity Secretary, Mrs. E. R. Kalmbach
Summer Round-Up Secretary, Miss Ruth A. Bottomly, 5517 Germantown Ave., Philadelphia, Pa.

—BULLETIN BOARD—

- June 1-4—Annual Convention, American Federation of Associations for the Hard of Hearing, Chicago, Illinois.
- June 8-12—Annual Convention, American Medical Association, Philadelphia, Pennsylvania.
- June 22-27—Annual Meeting, American Home Economics Association, Detroit, Michigan.
- June 22-27—Annual Conference, American Library Association, New Haven, Connecticut.
- June 22-July 3—Institute of International Relations, Haverford College, Haverford, Pennsylvania.
- June 24-August 5—Summer Institute of Euthenics, Vassar College, Poughkeepsie, New York.
- June 27-July 4—Annual Convention, National Education Association, Los Angeles, California.
- July 6-August 14—Third Annual Institute of Progressive Education, Syracuse University, Syracuse, New York.
- July 20-22—Annual Convention, National Congress of Colored Parents and Teachers, Washington, D. C.
- July 27-August 1—Fourth Biennial Conference of World Federation of Education Associations, Denver, Colorado, and International Federation of Home and School.
- July 27-August 1—Annual Meeting, American Child Health Association, Denver, Colorado.